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ABSTRACT

This directory lists those American teacher centers that are in touch with the Teachers' Centers Exchange. All 116 entries in the directory are written in a common format. This is intended to help readers make comparisons and select individual ideas rather than to adopt whole models. Each listing is headed by the name, address, and phone number of the center, the name of its current director, and the hours it is normally in operation. A description of the program offered by the center is provided, presenting a profile of the center's activities, response to particular needs in the school and community, and in some cases a brief history of the founding of the center. Methods of needs assessment and evaluation used by the center are described, as well as the resources used and/or generated by the center. A description is given of the setting in which the center operates. Other information includes the characteristics of the participants, the center's decision-making process and governance, and the center's financial base and operation. (JD)

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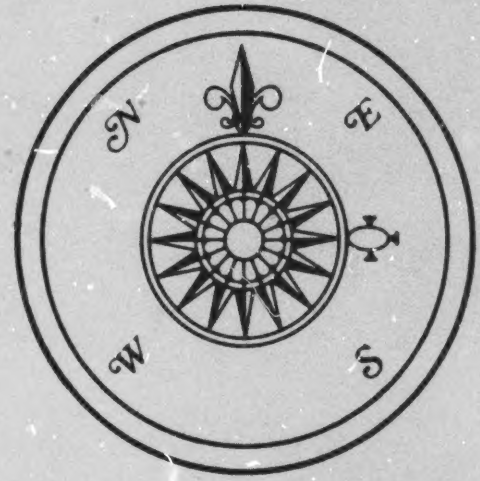

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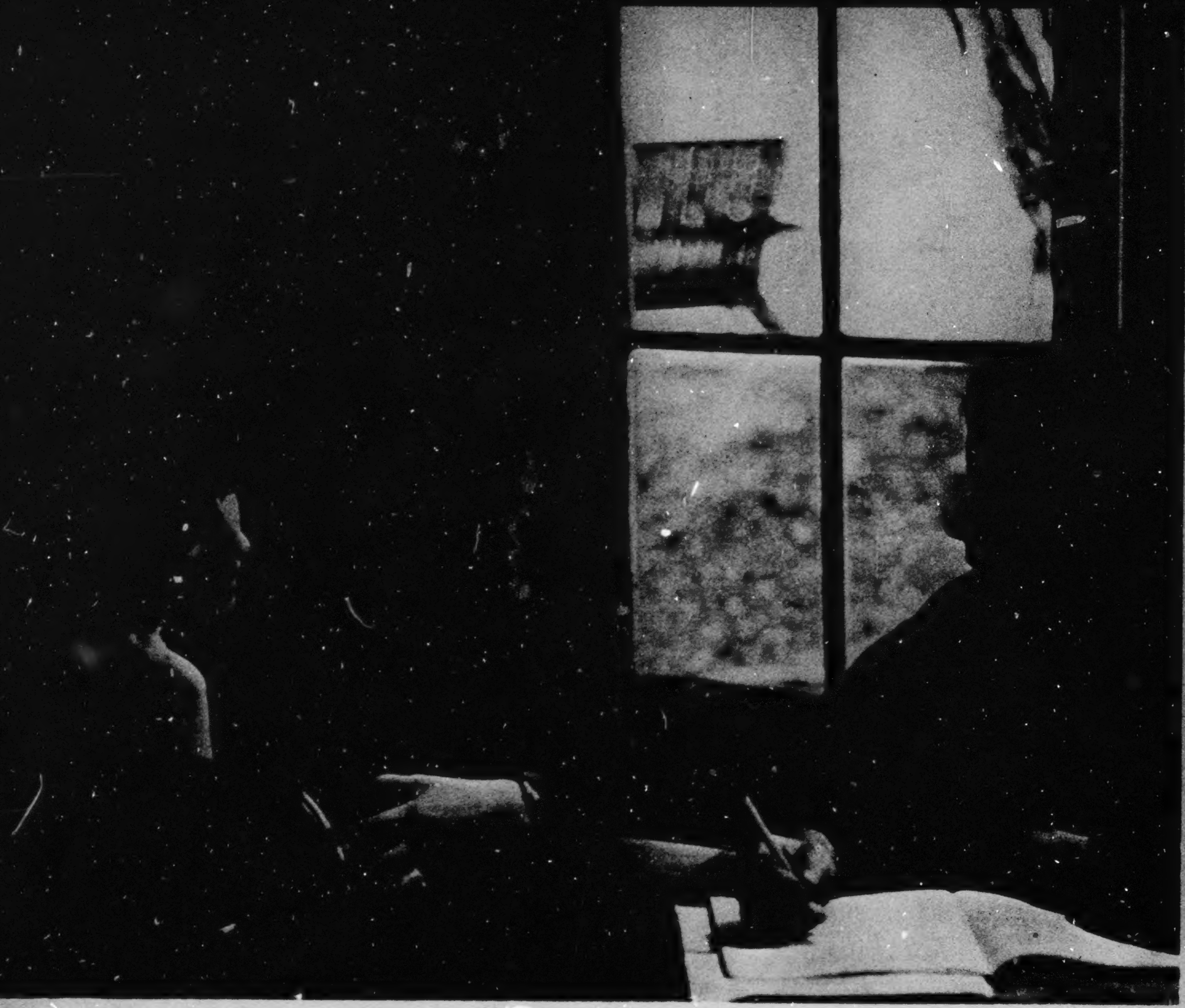

PHOTO BY STANLEY CHU

Teachers' Centers Exchange Directory

Jeanne Lance
Barbara Piper

1980

Far West Laboratory for Educational Research and Development
1855 Folsom Street, San Francisco, California 94103

The project presented or reported herein was performed pursuant to a grant (OB-NIE-G-78-0203) from the National Institute of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, the Department of Health, Education and Welfare, or the Far West Laboratory for Educational Research and Development, and no official endorsement by these agencies should be inferred.

Note to Readers

The Teachers' Centers Exchange published its first directory of teachers' centers in April 1977 as a way of making visible the network of teachers' center practitioners who were in communication with the Exchange. The directory also was designed to assist people with a strong interest in teachers' centers to sample the variety of practice that exists in America, to communicate with each other, and to visit centers. Our new edition, replacing the 1977 volume and its 1978 supplement, has the same purposes. In emphasizing that the directory is a representation of the network of teachers' centers, we intend to make clear that the book does not list all American teachers' centers but only those that are in touch with the Exchange for information and interchange of experience and help.

The Exchange is supported by the Educational Policy and Organization Program of the National Institute of Education as an experiment in the use of an informal, interactive network to spread innovative practices and to enable mutual sharing and support among educators. The Exchange opened at the Far West Laboratory for Educational Research and Development, San Francisco, in 1975 as a means of strengthening and stretching the natural communications network operating among the "grassroots" teachers' centers that sprang up in the United States in the late 60's and early 70's. The spontaneous, self-initiated communications across that network were based on commonalities of belief and practice which made it possible for educators of scant acquaintance from widely separated settings to inquire from, learn from, and reinforce each other. Several of the commonly held purposes of these centers were as follows:

- Teachers' centers respond to teachers' own definitions of their continuing learning needs by offering assistance and instruction that help teachers enrich and activate the learning experience of children in their classrooms.
- Centers provide an environment where teachers may come to work on materials or projects for their classrooms, receive instruction individually and together, and teach and encourage each other.
- Centers advise and assist teachers in their schools, working in the spirit of finding the teachers' own starting points for improvement.
- Centers urge teachers to take more, not less, responsibility for curriculum and instruction decisions in the school and the classroom; they encourage teachers to participate in the design of professional development programs.

In 1980 these commonalities still apply to and undergird a much wider and more eclectic network of teachers' centers, incorporating many of the original as well as dozens of new centers which have been formed in the past five years.

If the reader practices or envisions similar approaches to inservice education, the directory may be useful in locating inspiration, information, and technical assistance. All 161 entries in the directory are written to a common format. This is intended to help readers make comparisons and select ideas rather than to adopt whole "models." This format tends to shape all programs toward a common mode, but there are entries in the directory which are not typical teachers' centers. These are included because they are valuable resources for centers or suggest programming innovations and because they participate in the network.

There is wide variety among centers: some are full-fledged and long-experienced, others have barely begun; some are comprehensive inservice schemes, but most are focused programs aiming to serve a defined and limited group of teachers or to function as an alternative form of inservice. Some of the centers described here are for teachers only, others define "teachers" as parents, community people, or anyone from whom children learn. Some are amply funded, but many struggle to survive. The sources of these centers' support are also varied. Sponsorship (affiliation) of the centers is by school district (64); independent (28); consortium of several districts, sometimes joined by colleges, universities, or other agencies (25); county office of education or intermediate service district (15); cooperative arrangement between a school district and a college or university (13); or a single college or university (13). Fifty-two of the 161 centers are recipients of grants from the US Office of Education Teacher Centers Program.

Appearance in this directory does not validate a teachers' center as a successful or replicable program. Rather, it indicates the center's self-definition as a participant in the teachers' centers movement and the Exchange staff's judgment that the program described can stimulate and energize readers—not to copy or adopt a particular teachers' center model—but to improvise, adapt, and invent their own. Readers should decide to visit a center on the basis of correspondence or conversation with the center staff, not solely on the basis of the directory description. Omission from the directory is not intended to imply that a center is not genuine or worthy; it simply means that it was not in substantive communication with the Exchange at the time of writing. As the title indicates, this is a directory of the Teachers' Centers Exchange.

For more information and reference to consultants on all aspects of teachers' center work, readers are invited to write or phone the Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103, (415) 565-3095. The Exchange also maintains an East Coast office at Far West Laboratory for Educational Research and Development, 1775 Church Street, NW, Washington, DC 20036, (202) 332-1494.

Kathleen Devaney
January 1980

PHOTO BY EMILY RICHARD

Acknowledgments

We owe thanks to teachers' centers staff, who carry out the local programs supporting teachers' professional growth, who share their information and expertise with others in the network of teachers' centers, and who provided the descriptions of their centers included in this volume.

Kathleen Devaney did extensive, painstaking editing of this directory. Bill Hering, Gretchen Thomas, and Lorraine Keeney provided firsthand information about centers and suggestions to make the descriptions accurate and comprehensive. Jean Sims administered production of the book, and Karen Hill and Barbara Chew typed the manuscript. Chet Tanaka assisted with book design, and Wilt Martin coordinated typesetting and printing. Bret Rohmer created our April 1977 directory cover, and we have continued his design. Steve Stripp and Bob Henry offered data, humor, and moral support.

We would also like to acknowledge and thank our Teachers' Centers Exchange Advisory Committee: Anne Bussis, Educational Testing Service, Princeton; Kathleen Hurty, Teacher Shelter, Oakland; Diane Lassman, director, the Exchange, Minneapolis Public Schools/University of Minnesota Teacher Center; Robert Mai, director of telecommunications, KETC-TV, St. Louis; Paul Nachtigal, director of rural education project, McREL (Mid-Continent Regional Educational Laboratory), Denver; L. Allen Parker, consultant on networking, Cambridge; Vito Perrone, dean, Center for Teaching and Learning, University of North Dakota, Grand Forks; Ernestine Rouse, associate professor of education, Cheyney State College, Cheyney, Pennsylvania; Christine San Jose, education consultant, Blacksburg, Virginia; Harold Snedcof, director of admissions and planning, California School of Professional Psychology, San Francisco; Gary Sykes, associate, National Institute of Education, Washington, DC.

Jeanne Lance
Barbara Piper
January 1980

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Publications

- *Essays on Teachers' Centers*, edited by Kathleen Devaney, is a collection of 12 essays about inservice experiences that engage teachers' talents and energies while offering intellectual and emotive stimulation and support. Articles are included on the role of the in-classroom advisor, teacher design of classroom curriculum, and discussions of the varied learning principles underlying teachers' center development and practice. Contributors are Maja Apelman, Sharon Feiman, William Fibkins, Lilian Katz, Robert Mai, Theodore Manolakes, Milbrey McLaughlin, Thomas O'Brien, Adelaide Sproul, and L.C. Taylor. The writings were gathered during 1976 from educators in and around teachers' centers in the United States and England. A selected, annotated bibliography is provided. 1977. 199 pp. $10 prepaid from Order Department, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103. ERIC ED 150 111.

- *Building a Teachers' Center*, edited by Kathleen Devaney, is a collection of 16 articles that give firsthand accounts from teachers' center leaders of different aspects involved in starting a teachers' center. In some of the articles, additional advice has been inserted from the proceedings of "Workparties"—small conferences of teachers' center leaders, which the Exchange has sponsored since 1977. Thus the book represents the substance—grassroots experience—and the style—self-reflection and voluntary sharing with others—of the teachers' center network. The book begins with two papers that relate how a combination of convictions, experience, high energy, and happenstance formed the first American teachers' centers. Following are several essays on practical matters involved in starting a center—staffing, needs assessment, evaluation, space, programming, workshops, advising, managing, budget, advisory board, funding, and self-publishing. Finally, three articles are provided on centers' relationships with school districts and with parents and community. 1979. 292 pp. $10.75 prepaid from Teachers College Press, 81 Adams Drive, Totowa, New Jersey 07512. ERIC ED 171 701.

The Occasional Papers listed below are available from Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103, single copies free.

- Occasional Paper No. 1, "Surveying Teachers' Centers—from Grassroots Beginnings to Federal Support," by Kathleen Devaney. First edition ERIC ED 151 352. Second edition in press.

- Occasional Paper No. 2, "A Teachers' Center for Nine Rural Towns—Can Grassroots Grow from Seeds Planted on Top?," by Peter Martin. First edition ERIC ED 151 132. Second edition in press.

- Occasional Paper No. 3, "Commonality and Diversity in Four Teachers' Centers—Conversation at Chautauqua," July 1978. ERIC ED 167 535.
- Occasional Paper No. 4, "Staffing a Teachers' Center—A Joint Venture in Growth and Change," by Christine San Jose. September 1978. ERIC ED 167 522.
- Occasional Paper No. 5, "A Distinctive Option in Inservice, The Teachers' Center Meets Individual Needs and Institutional Goals," by Amity P. Buxton. June 1979. ERIC ED 175 852.
- Occasional Paper No. 6, "The Advisor: Emissary from Teachers' Center to Classroom," by Gretchen Thomas. October 1979.

Exploring Teachers' Centers, the Exchange's first publication by Kathleen Devaney and Lorraine Thorn (Keeney), contained an essay "Mapping New Territory," on the original network with descriptions of 22 teachers' centers. This book is out of print (available in ERIC ED 107 601), but "Mapping" is also available in *Essays on Teachers' Centers* (described above).

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PHOTO BY DODIE MERRITT

MONTGOMERY TEACHER CENTER

515 South Union Street
Montgomery, Alabama 36104

(205) 269-5054; 264-1055

Director: Charlscia K. Elrod

Hours: Monday through Friday, 8–5; open later hours by request and weekends for workshops. Open all year.

Program: The center encourages master teachers with expertise in special areas to give instruction in identified areas of need. Classroom teachers work on formulating goals and objectives (for themselves, their students, or for whole faculties) and designing appropriate instructional materials and activities. The center is organized so that as concerns of teachers change, teacher center activities can be modified accordingly.

The center functions according to the premise that the teacher is key to the final success of any program. It fosters differentiated instruction through materials and methods designed and selected by teachers to meet individual needs, and guidance provided by master teachers and consultants.

The center holds afternoon and Saturday workshops in basic skills (reading, mathematics, grammar, and composition) and is developing learning modules for these areas. Additional activities and workshops are offered in areas of concern and need as expressed by teachers on surveys.

The center is open for drop-in use of materials, equipment, library, or teacher-made instructional materials.

Needs Assessment and Evaluation: MTC surveys needs three times yearly using a nine-page questionnaire. Informal needs assessments are conducted also—interviews, suggestion boxes, workshop evaluations. Each center activity is evaluated using a simple form ("I liked . . ." "Suggestions for next time . . .").

Resources: The workroom houses a xerox copier, free for teachers' use. They must furnish paper. Copy time limited to five minutes per afternoon. Also a laminator, spirit duplicator, mimeograph, thermal transparency maker, IBM Selectric typewriters. Materials available are glue, scissors, markers. Some consumables (poster board, sentence strips) are furnished for teachers who drop in to work after school.

Staff: Full-time: Charlscia K. Elrod, director; Evelyn Gilchrist, secretary; Priscilla Duncan, teacher aide. Keith Reynolds, Dina Winston, Bill Hannah, part-time media aides (high school or college students who work an average of 10 hours per week at the center—operate equipment, custodial chores, assist with workshops).

Setting: Second floor of old school building, located near downtown Montgomery. Space is two former classrooms, auditorium, stage, kitchen, and large storage room.

Participation: K-12 public and parochial teachers (2300) in Montgomery County attend on their own time. Center is open to all visitors—college students, parents, community. Administrators are invited to nearly all activities and some do participate.

Sixty days of release time are allocated in center budget. These days are used by group leaders who are preparing for workshops, by policy board members who must travel, and by teachers participating in workshops.

Fees and Credit: No fees. Teachers receive stipends as an incentive for attending some workshops. Equivalency credit is given for some workshops. College credit is available for summer workshops.

Affiliation: MTC is a part of the Montgomery Public School District, a single-county district with 39,000 students and 1900 teachers.

Support: The center is funded by the USOE Teacher Centers Program; salaries are a part of that budget. Montgomery Public School System furnishes the building, utilities, furnishings, some equipment, and custodial services.

Decision Making: A formal policy board of 17 members, the majority of whom are classroom teachers. The whole board acts as a committee and makes decisions together, with the center director. The teacher center director (with the approval of the policy board) is hired by the personnel director for Montgomery Public Schools.

Origin: MTC started in 1978 with USOE teacher center funding. The idea for the center was presented to the school district by the local teachers' professional organization, and the process for applying for federal funding was then initiated.

Information: Calendar (monthly), brochures, newsletter, workshop announcements; slide/tape.

NORTHWEST ARCTIC TEACHER CENTER

PO Box 51
Kotzebue, Alaska 99752

(907) 442-3472

Director: Doris Brock

Hours: Monday through Friday, 8–4:30.

Program: The teacher center was established in response to the expressed needs of teachers for: (1) a more comprehensive orientation for new faculty to the special rigors of teaching in the region; (2) increased communication with fellow teachers throughout the district; (3) the development of curriculum guidelines; and (4) help in teaching the Inupiaq culture and basic and vocational skills. During 1978–79, the center helped promote teacher involvement in the construction of curriculum guidelines for each grade and course and sponsored a three-day inservice education program in Anchorage. Workshops were held in areas such as developing cross-cultural units and courses, intensive Distar language, refresher course in basic Inupiaq grammar, teaching Arctic survival, and small high school programming.

A districtwide education fair was held in August 1979 to introduce new teachers to their colleagues; to introduce instructional programs developed by teachers during the 1978–79 school year; to familiarize all instructional staff with the resources and support staff in the district; to provide direct training in priority areas; and to facilitate sharing of excellent teaching techniques among experienced rural teachers.

The center offers on-site assistance to meet individual needs and to reinforce the relationship of isolated village schools with the district as a whole. Districtwide instructional caucuses provide opportunities for small groups of teachers to meet, discuss mutual concerns, and to share ideas, methods, and materials. The center also sponsors teacher exchanges to provide opportunities for teachers and aides to learn from observing practices in other schools, and provides travel money for teachers and aides to attend subject meetings in the state.

Needs Assessment: A needs assessment questionnaire is sent to all teachers in the district. In addition, the center director travels to all of the villages twice a year to spend a day talking with teachers.

Evaluation: After workshops held at major conferences, participants fill out evaluation forms. The center is working with the Northwest Cluster of the USOE Teacher Centers Program to evaluate the center.

Resources: The center is developing a professional library. A rotating "box of goodies" will make materials available to the villages for two-week periods.

Staff: Doris Brock, full-time director; Vel Masheldom, part-time secretary.

Setting: The center serves one school district that spans 36,000 miles and 11 communities in an area north of the Arctic Circle in Alaska.

Participation: Teachers K–12 and aides from Northwest Arctic School District. Services are also available to community members. Teachers in the villages are released by their principals to catch the plane to fly to Kotzebue or Anchorage for workshops.

Fees and Credit: No fees. A three-day workshop at the education fair was offered for credit from the University of Alaska.

Affiliation: Northwest Arctic School District.

Support: Grant from the USOE Teacher Centers Program. Northwest Arctic School District provides housing, office equipment, and extra monies.

Decision Making: A steering committee of seven (four teachers, two district office representatives, and one representative from Chukchi Community College) makes recommendations to the director.

Origin: The idea for a teacher center was first brought to the superintendent's attention by Helen Roberts, president of the local teachers' association. She and several teachers wrote a proposal to the USOE Teacher Centers Program, and the center was funded in October 1978. A director was hired in December 1978.

Information: Monthly newsletter; brochure.

Described in Fielding, Glen D., and Hersh, Richard H. *Discovering Teachers' Centers: The Northwest Passage*. Eugene, Oregon: BEST Center, 1979.

THUNDERBIRD TEACHERS' LEARNING CENTER

1750 West Thunderbird Road
Phoenix, Arizona 85023

(602) 995-7137

Director: Noreen Wingham-Rolland

Hours: Monday through Friday, 7:30–5. Center is open during the summer for library and research, but no program.

Program: The Thunderbird Teachers' Learning Center provides an informal gathering place where teachers can meet and share ideas and materials. By visiting the center, participants can create new learning materials, conduct research and planning for new curricula, contact resource persons from the community, or arrange for a tutorial volunteer in the classroom.

Thunderbird Teachers' Learning Center organizes workshops, university courses (taught locally), seminars, inservice projects, or just-for-fun programs as defined by periodic needs assessment of the faculty. Workshops and courses have included improving written communications skills in the high school and a parent effectiveness training workshop for counselors and administrators.

The goal of the center is to assist teachers in their efforts to remain responsive to the varying needs of students. It identifies unique skills and talents of teachers and gives them a chance to share these with others by offering training sessions and group discussions on a regular basis.

Needs Assessment: In September and April of each school year, faculty needs assessments are conducted. Needs for higher education courses or inservice on curriculum development, student evaluation, and the teaching environment are assessed. Varying forms—constructed by the policy board or commercial—have been used. The Program Development Questionnaire is a thorough, short answer form for participants' background, interests, and patterns of center use.

Evaluation: After each monthly inservice program, as well as at the end of the year, school program evaluation forms are distributed. On a voluntary basis, faculty respond and subsequent program changes are made.

Resources: Professional library of reference books, journals, magazines, and texts; ERIC searches, microfiche and reader; university schedules/information; vertical file of collected topical information; file of available classroom speakers; curriculum tapes and player; roster of community volunteers; coffee pot and bean bag chairs.

Staff: Noreen Wingham-Rolland, full-time director; Roxie Erwin, full-time teacher's aide who works full-time at the center as secretary.

Setting: Located on the campus of a large urban high school, the center services elementary teachers from feeder schools and high school staffs within a nine-high-school district.

Participation: Public high school and elementary teachers, administrators, and staff in the northwest Phoenix area use the center on a volunteer basis. Some release time is available for inservice workshops. Community volunteers working as classroom tutors prepare materials. Arizona State University at Tempe is 25 miles away and provides faculty who work with on-site preservice students.

Fees and Credit: Staff development courses for professional growth credit charge a minimum fee; university credit courses assess their regular fee. No charge is made to faculty who use the center for research, curriculum development, and professional interchange.

Affiliation: Glendale Union High School District and Arizona State University. Also Classroom Teachers Association of Arizona, Arizona Education Association, University of Arizona, Northern Arizona University, State Department of Education, and community colleges.

Support: The local budget of Thunderbird High School, a part of the Glendale Union High School District, supports the TTLC. It pays the salary of a full-time director and teacher's aide. Also provided are funds for additions to teacher reference library and vertical file.

Decision Making: Collaborative decision making is accomplished by a policy board, which is composed of eleven teachers, three administrators, and university personnel who serve two-year-terms with staggered replacements. All policy board members are elected by the faculty at Thunderbird High School.

Origin: During the 1975–76 school years, an advisory committee of teachers, a principal, and a university professor investigated the concept of teacher centering. They looked at well-established centers in other states and at formats for staff development. As a result of a Thunderbird faculty needs assessment, the policy board was formed of volunteers and administratively appointed personnel in spring 1976. In the fall of that year, a facility and director began serving the needs of interested faculty.

Information: Flier; monthly schedule of activities.

HOT SPRINGS TEACHER CENTER

1111 Spring Street
Hot Springs, Arkansas 71901

(501) 623-7421

Director: Bill Nipper

Hours: Monday through Thursday, 8:30 am–9 pm; Friday 8:30–3:30; Saturday 9–12. Summer hours: Monday through Friday, 8:30–4:30.

Program: Hot Springs Teacher Center provides an environment where teachers can work on materials or projects for their classroom, develop and revise curriculum, and make decisions regarding their professional development. After-school, evening, and weekend workshops, such as "Classroom Management," "Advanced Child Growth and Development," "School Law," and "Public Speaking" are offered in areas of interest and need indicated by teachers on survey forms. Graduate courses requested by teachers to maintain professional standards are also offered. The center is used by teachers for meetings and as a place to drop in for consultation and conversation. Staff is available to assist with small tasks or large projects.

Needs Assessment: The center sends out questionnaires to all district employees to ascertain what services, workshops, materials, and courses they prefer. Teachers also can make their needs known through an active request file kept at the center.

Evaluation: Participants in scheduled activities are asked to fill out and return a feedback form.

Resources: Media-materials center well stocked with various types of reproduction equipment; recycle center with scrap material from businesses. Professional library with educational magazines and a resource lending library that includes prints and make-and-take learning activity patterns. Triwall cardboard, cardboard carpentry tools, paint, and other materials to finish projects for the classroom. Three large classroom/meeting rooms; small conference room; small, cozy reading room; three small coffee areas; large kitchen; spacious halls; and a small auditorium that can be converted into several meeting areas.

Staff: Bill Nipper, full-time director; Reba H. Lowrey, half-time secondary coordinator; Anna Sue McCoy, half-time elementary coordinator; Richard Johnson, quarter-time curriculum specialist; Alyce Robinson, quarter-time curriculum specialist; Mozella Rosborough, quarter-time curriculum specialist; Cindy Peters, full-time media clerk; Janice Weige, full-time secretary.

Setting: The center is housed in a large, roomy school on the eastern edge of the city about four blocks from the administrative offices. Hot Springs is an all-year health and pleasure resort of about 35,000.

Participation: Primarily elementary and secondary school teachers from public and nonpublic schools in District #6. Also parents, administrators and community members. High school students serve as volunteer tutors for elementary children who need help. The center hosts various meetings for the community such as parents' organizations, Booster Clubs, Council for Exceptional Children, Association of Classroom Educators, and Reading Council. The center will pay for release time for a teacher to spend a day or half-day working in the center. The teacher must fill out an application form and receive permission from the school administrator.

Fees and Credit: No fees for center-sponsored activities. All graduate courses sponsored by the center carry three credit hours for the participating teacher. Teachers must pay for courses offered at, but not sponsored by, the center.

Affiliation: Hot Springs School District #6.

Support: Funded by USOE Teacher Centers Program, with some assistance from the school district (equipment, books, supplies).

Decision Making: The policy board (made up of seventeen teachers, one secondary principal, one elementary principal, two school board members, one higher education representative, one librarian, one counselor, and four central administration representatives) meets quarterly, with other meetings being called when necessary. Staff makes programming decisions with advice from four working committees—sequential curriculum, media/materials, community resources, individualized teacher learning program—that also report to the policy board. Policy board hires and supervises staff, with final approval from the school board.

Origin: The center grew out of the interest of Superintendent E. Bruce Meeks, who recognized the need for a teachers' center in Hot Springs. After learning about the USOE Teacher Centers Program at a meeting in late 1977, he sent memos asking each faculty to choose a representative to serve on the teacher center policy board. A proposal was submitted and with the federal grant the center opened September 1, 1978.

Information: Slide/tape show. "Just Shop Talk," a monthly newsletter with weekly calendars as reminders. Pictorial brochure of the center. "Newsbrief," a weekly radio program. Weekly newspaper article during the summer.

SOUTHWEST ARKANSAS
TEACHER CENTER

3607 Grand Avenue
Texarkana, Arkansas 75501

(501) 774-2534; 774-2535; 773-0826

Director: Mary E. Hamilton

Hours: Monday and Wednesday, 8–5; Tuesday and Thursday, 8 am–9 pm; Saturday, 9–4. Open all year.

Program: The center provides for the perceived needs of teachers so they can improve skills, develop curriculum, and manage classroom environments to enhance the learning of their students.

The program features volunteerism and educator responsibility from the belief that teachers are experts in their field, scholars capable of sharing experiences, increasing knowledge, and supporting one another. Services include graduate classes for credit, workshops for non-credit, advisory services when requested, consultants, drop-in requests, and study groups.

Teachers are invited to browse or make games and teaching aids on an individual basis. Curriculum groups meet regularly two evenings a week or on a scheduled basis during school hours. Workshops are held in participating school districts as well as at the center. The resident artist specializes in photography and metal sculpture, offering workshops in the center and assisting teachers with art projects in their classrooms. Designing creative playgrounds with parents, educators, and community members is a featured service.

Needs Assessment: Comprehensive formal assessments using the NEA Inservice Needs Assessment plus locally adapted assessments are completed at various intervals. Informal group questionnaires are presented to each incoming district's teachers. Policy board representatives continually solicit ideas from their clients.

Evaluation: Each teacher center activity includes accompanying evaluation. Administrators and supervisors are interviewed individually; survey instruments are submitted to all teachers.

Resources: Materials production center includes xerox copying, laminating, and other production supplies; conference room for graduate classes, workshops, and displays; small conference/lounge area with free materials, coffee pot, storage for work-in-progress, opaque projector, screen, and typewriter. Curriculum materials room contains audiovisual software and hardware, curriculum files, professional library, textbook and curriculum displays. The center also provides a recycle center, planetarium, darkroom, and kitchen.

Staff: Mary Hamilton, director; Beth Jacob, secondary media/instruction specialist; elementary instruction specialist (vacant); Charles Nelson, teacher aide; Marjorie Williams; clerk; Mike Ellis, artist-in-schools; and Juanita Gillie, secretary.

Setting: The center occupies a brick agriculture/shop building of early 1940's vintage vacant since 1968. It is located on the corner of an elementary campus opposite a neighborhood center housed in former home economics cottages.

Participation: K-12 teachers in twelve public and two non-public school districts serving children in six counties of southwestern Arkansas. Participants include administrators, support staff, paraprofessionals, parents, students, and community. Teachers attend on volunteer and/or release time, with substitute assistance available through the teacher center.

Fees and Credit: Workshops are free to members of participating districts. Fees for graduate classes dependent on number of enrollees and the universities involved. Nominal fees for xeroxing and laminating by teachers are billed to schools.

Affiliation: Texarkana School District #7 is the fiscal agent for a consortium including the other participating school districts, Southwest Arkansas University, and East Texas State University.

Support: USOE Teacher Centers Program grant; Arkansas Arts Council and participating area schools provide matching grant for the artist-in-schools; community funds through CETA for clerk; building, grounds, maintenance and portion of resources provided by Texarkana School District #7.

Decision Making: Policy board consists of a majority of full-time teachers, two LEA representatives, two parents, and two community agency representatives.

Origin: Planning began in spring 1977, and an investigating committee was appointed by the Classroom Teachers Association in August 1977 to activate the plans. The temporary committee was dissolved with the election of the policy board later that year. A proposal for grant assistance was submitted in March 1978 to the USOE Teacher Centers Program. Notification of the grant award came in September 1978 when the center began to operate.

Information: Fliers; monthly calendar; brochures; slide presentation; videotape.

CLAREMONT TEACHER CENTER

700 West Baseline Road
Claremont, California 91711

(714) 621-6144

Director: Janene Brunett

Hours: Monday through Friday, 11–5. Open only for scheduled workshops during the summer.

Program: Based on the philosophy of "teachers helping teachers to teach," the Claremont Teacher Center provides a place where teachers can come voluntarily to share ideas and make classroom materials. Workshops, courses, and seminars such as learning through movement, teaching character-building skills, and Indian mythology are offered. Summer courses and workshops including values clarification and making classroom materials are also offered. The center does on-site staff development. Resource teams made up of center staff and designed to serve teachers' individual needs are being developed. Mini-projects for curriculum development or educational research are awarded to teachers.

Needs Assessment: We use a simple needs assessment questionnaire that can be completed in ten minutes.

Evaluation: The center hires an outside evaluator to consult in matters of evaluation and documentation.

Resources: Materials to reproduce for the classroom; games, task cards, learning centers in all content areas; professional library; equipment including lettering machine, laminator, projectors. Realia collection: 200 items, mostly in the areas of social studies and science, on loan to the center from the National History Museum in Los Angeles. Teachers can check out items from the collection for two weeks to use in their classrooms.

Staff: Janene Brunett, director; Roberta Ramlow, media clerk; Alice Overall, clerk/typist.

Setting: The center is a small area in the corner of the district Instructional Materials Center. Claremont is in southern California, 40 miles east of Los Angeles.

Participation: Staff from Claremont Unified School District including K-12 teachers, paraprofessionals, and administrators participate on volunteer time. A parent program began in 1979–80.

Fees and Credit: Some courses are offered for credit through La Verne College and California State Polytechnic-Pomona.

Affiliation: Claremont Unified School District.

Support: Funded by grant from USOE Teacher Centers Program.

Decision Making: Policy board makes policy decisions, sees that needs assessment results are prioritized, and works with the center director, who makes recommendations. Policy board recommends to district which personnel are to be hired.

Origin: The center opened in 1978 with USOE funding after a grant, written by the policy board, was accepted. Grant writing was started by a group of interested teachers.

Information: Monthly newsletter; brochure.

TEACHER CENTER—HUMBOLDT EDUCATIONAL RESOURCE CENTER

Humboldt County Office of Education
901 Myrtle Avenue
Eureka, California 95501

(707) 445-5411, ext. 216

Director: Helen Schober

Hours: Monday through Friday, 9–5:30; alternate Wednesdays, 9–9; alternate Saturdays, 9–5. Summer hours: Monday through Friday, 12–3; closed August.

Program: The Humboldt Educational Resource Center is composed of four programs: school library, film center, teacher center, and professional development center. As a unit these four programs provide schools and teachers with services they cannot provide more efficiently or effectively for themselves.

The teacher center provides materials and equipment to construct teaching/learning aids; circulates resource materials from four libraries (professional, multicultural, environmental education, and special education); provides for examination and selection of state-approved instructional materials; and circulates approximately 800 non-print items (e.g., kits) in language arts, mathematics, social studies, health, and science. Consultant services are provided in program planning, effective use of instructional materials, and construction of materials to meet special student needs. All schools are encouraged to hold one staff meeting at the center, at which time teachers are oriented to its uses.

Needs Assessment: A needs assessment covering all four HERC programs is conducted every two years. Services are based on the results.

Evaluation: The center conducted an evaluation of HERC by a panel of California Media and Library Educators Association members. The results have been incorporated into the center's program.

Resources: Resource room houses collections of materials: elementary textbook display, professional library, environmental education collection, Native American education collection, and special education collection. It is also used as a meeting/conference room. Workroom has materials and patterns for games and other learning devices, two laminators, drymount press, thermofax, tape duplicating and recording systems, videotaping equipment, microfiche reader, collator, Leteron, ektographic printmaker, projectors, darkroom. 800 non-print, kit-type items.

Staff: Helen Schober, full-time administrator; Helen Macpherson, full-time curriculum resource specialist; Nancy Hall and Tracy Page, part-time clerks.

Setting: The center occupies 2000 square feet in a one-story building on the outskirts of Eureka. Eureka is located in the central part of Humboldt County on the coast of northern California.

Participation: Public school teachers (K-14), aides, and administrators, mainly from Humboldt County, participate mostly on volunteer time. Several districts allow teachers one or two release days during the year to use the center. Elementary pupils in class groups have used the center to gather materials to construct learning centers. The center also serves preservice teachers.

Fees and Credit: None.

Affiliation: Humboldt County Office of Education.

Support: The County School Service Fund provides salaries, building, utilities, equipment, and some materials. Materials inventory is kept stocked through the sale of materials at cost to teachers. Nearly every district in the county maintains a charge account at the center for its teachers.

Decision Making: Decisions are made by the administration of the Humboldt Educational Resource Center with advice from the advisory board. Staff is hired by the county superintendent and supervised by the assistant director for general education.

Origin: The center formally opened in fall 1976. It grew out of the textbook display center and the visions of Charlene Thomas, county schools librarian.

Information: Slide/tape program.

ALAMEDA-CONTRA COSTA COUNTIES SCHOOL RESOURCE CENTER

685 A Street
Hayward, California 94541

(415) 881-6234

75 Santa Barbara Road
Pleasant Hill, California 94523

Director: Linda Webster

Hours: Monday through Friday, 8–5.

Program: The purposes of the center are to: (1) Assist schools in planning, implementing, and evaluating local staff development programs. (2) Provide staff development based on a systematic assessment of the unmet needs of pupils and personnel in participating school districts. (3) Serve as liaison between school personnel and local agencies, county superintendents of schools, colleges, universities, and groups and individuals providing staff development activities.

Functions of the center include assisting participating agencies in assessing staff development needs and facilitating the matching of resources with identified needs. The center serves as a focal point and unifying element, bringing together the disparate professional development activities carried on within the center's constituent regions. To these ends, the process of identifying individuals with specific talents is of paramount importance, as is the development of a resource retrieval system including persons, products, agencies, and exemplary programs. In addition to acting in a brokerage capacity, the center provides specific professional development training to members of the consortium.

The center also includes a bilingual inservice training program directed to serving teachers as they work toward their Bilingual Certificate of Competence. This program serving 13 San Francisco Bay Area counties began in January 1980.

Needs Assessment: A needs assessment has been developed which can be used with individual school sites as well as with groups of individuals sharing common work experiences (e.g., school administrators, counselors). The process involves both the identification of needs as well as action planning and role commitment by the group regarding the staff development program to be implemented.

Evaluation: Evaluation designs are included for staff development training provided. An ongoing log of center services is also used.

Resources: The SRC is a staff development delivery system that works in a brokerage capacity, identifying, utilizing, and maximizing local resources. A resource retrieval system is available, including more than 500 identified resources (people, places, organizations) available to assist schools in planning, implementing, and evaluating their staff development programs. No workshop facility is available at the center.

Staff: Linda Webster, director; secretarial staff.

Setting: Single office located in Alameda County Office of Education, Hayward, a city 35 miles southeast of San Francisco.

Participation: The center serves all schools (K-12) within Alameda and Contra Costa Counties and all educators within this consortium (teachers, administrators, counselors, district office personnel). The center's budget allows for release time (substitutes) for teachers.

Fees and Credit: The majority of professional development training sponsored by the center is free. At times a minimal enrollment fee is required. Credit in the past has been available with a local university (this depends on the course being offered).

Affiliation: The Alameda-Contra Costa Counties School Resource Center is a consortium of both the Alameda and Contra Costa County Offices of Education, all 36 school districts in the two counties, and five local universities and colleges. The Alameda County office is the fiscal agent.

Support: Primary support is from a California State Department of Education grant (Assembly Bill 551), with district, county office, and university in-kind support provided.

Decision Making: The policy board, established according to guidelines provided in Assembly Bill 551 state legislation, is composed of eight teacher representatives and alternates, one district curriculum representative and alternate, one school principal representative and alternate, one county office representative and alternate, one parent representative and alternate, and one institution of higher education representative and alternate. The board is responsible for direction of the center. The project director provides leadership in the development and direction of the center and attends to the administrative and program needs of the project. The Alameda County office authorizes hiring.

Origin: Staff development planning began in Alameda and Contra Costa Counties in 1976 with the creation of an ad hoc committee on staff development, with representatives from school district offices, teacher organizations, and local colleges. During this time, meetings were also being held in both counties at which curriculum leaders discussed cooperative staff development planning. These committees met for a year and a half with discussions focusing on the findings of research regarding staff development.

Planning meetings involving teachers, administrators, county office staff, and university/college personnel continued and in 1978, the composition of the policy board for the Alameda-Contra Costa Counties School Resource Center and procedures for selecting representatives who would meet the intent of the legislation were established.

The School Resource Center for Alameda and Contra Costa Counties received authorization from the California State Department of Education during summer 1978, with a minimum of three years funding anticipated. The director began on October 25, 1978.

Information: Monthly bulletin, "Newsbriefs," of professional development activities; individual announcements of workshops.

INSTRUCTIONAL MATERIALS CENTER

685 Las Positas Boulevard
Livermore, California 94566

(415) 846-6361

Director: Tom Heineman

Hours: Monday through Friday, 7:45–5.

Program: The center provides: (1) human and physical resources to individuals working to provide a quality education for the children of Livermore; (2) a workshop area for the creation of instructional materials; (3) equipment to checkout for classroom use; (4) instructional materials (software and audiovisual). The center provides workshops in the spring and offers assistance on an individual basis as requested. The coordinator formally visits three schools each month and sends out a quarterly newsletter describing new materials and services. The center is also open for teachers, parents, and other educators to drop in.

Needs Assessment: A formal questionnaire is sent out each spring to all elementary teachers asking for recommendations regarding service and new direction in emphasis.

Evaluation: A detailed usage chart is kept on a monthly basis for each school. This determines the schools which will receive more assistance and personal contact.

Resources: A workshop area with laminating machines, bulletin board, games, audiovisual equipment, microscopes, carousel slide projectors, cameras, cassettes, 16mm projectors, language masters, opaque projectors; textbooks; learning shelfkits; professional library.

Staff: Tom Heineman, coordinator; Betty Fletcher, elementary librarian; Diana Miller, administrative secretary; Helen Harsin, instructional materials assistant. All are full-time.

Setting: The center is situated in the middle of the school district office building (75′ X 40′) in Livermore, approximately 45 miles southeast of San Francisco.

Participation: The center is open to all educators (teachers, administrators, parents) in Livermore.

Fees and Credit: The only charge is $50 per year for each K-6 school. This assists in paying for the lamination materials.

Affiliation and Support: Livermore School District.

Decision Making: The operational policy is developed through separate school meetings. All hiring and supervision is done by the district director in charge of curriculum.

Origin: The center was first developed in 1965 and has evolved slowly into its present state.

Information: "Brainstormer" newsletter.

OPEN SPACE ENVIRONMENTAL TEACHER CENTER

University of Southern California
University Park SSA 236
Los Angeles, California 90007

(213) 741-7916; 788-4623 (evenings)

Director: Harriet Cohen

Hours: By appointment only.

Program: The center staff provides classes, workshops, conferences, consulting, and program developing for teachers, administrators, parents, and the general community. During the past five years the educational needs of the teaching community have altered significantly, and our program has moved to accommodate these changing needs in the most effective manner possible.

The desegregation effort compounded by the changing demographic patterns in Los Angeles County resulted in a new set of working conditions for our staff. Teachers request most center activities at school sites. Also, their inservice needs are based on learning to work and develop new activities in the multicultural context.

Our staff has experienced a tremendous surge of personal growth as they have adapted and developed old and new curriculum and projects to be used by teachers in multicultural classroom settings.

Resources: Extensive bilingual materials; extensive environmental and informal education files; games center; The Learning Place, model open classroom; ditto machine; thermofax machine; overhead projector; 8mm cameras and projector; 16mm projector.

Staff: Full-time: director, Harriet Cohen. Part-time: administrative assistant, Sally Lew-McEwen; multicultural arts and crafts specialist, Nan Davison; language specialist, Beatrice Rapfogel. Currently, staff receive minimum payment while the center seeks additional funding.

Setting: The Learning Place, model open classroom in Santa Monica, a city just west of Los Angeles on the Pacific Ocean. Director's office at the University of Southern California.

Participation: Los Angeles and Glendale-area public school teachers participate on volunteer and release time. Also private and parochial school teachers, aides, parents, volunteers, administrators, and school support staff from the Los Angeles County.

Fees and Credit: Los Angeles Unified School District credit available for classes and workshops; college credit available upon request. Fees vary.

Affiliation: Open Space, Inc., is a non-profit education development corporation working with local school districts and institutions of higher education.

Support: Contracts with Los Angeles Unified School District, Loyola-Marymount University, Consumer Education (a division of *Consumer Reports*). Income from workshops and consultation fees (schools, faculties, individuals). Ongoing planning with local institutions of higher education to meet inservice needs of the educational community.

Decision Making: The center uses an informal decision-making process. Staff make day-to-day decisions. An advisory board and teachers who give or take classes provide input into long-term planning and center direction.

Origin: Teachers and parents concerned about public education started the center in 1973. It was funded by an ESEA Title III grant (until 1976) to the Los Angeles Unified School District.

Information: Calendar.

TARTAK LEARNING CENTER

Hebrew Union College—
Jewish Institute of Religion
Rhea Hirsch School of Education
3077 University Avenue
Los Angeles, California 90007

(213) 749-3424

Director: Sara S. Lee

Hours: Monday through Thursday, 1–5; Wednesday 9–1.

Program: The Tartak Learning Center is a centralized location for the collection, storage, display, dissemination, and publication of commercially produced and teacher-made Jewish educational materials of all media types. It is a setting where Jewish and secular educators can interact with Jewish curricular materials.

The learning center is a well-equipped workroom in which individuals and groups can learn skills and create materials. Workshops (mostly Sunday afternoons or specially scheduled) are provided for school faculties and other groups of educators, based on the particular needs and interests of each group. Emphasis is on acquisition of new skills and synthesis of Jewish content with educational technology.

The learning center also provides an environment in which educators can exchange ideas and share feelings, since interchange and dialogue are major components in the continued growth of educators.

Needs Assessment: Ongoing needs assessments are conducted through interviews and forms in conjunction with the school of education.

Resources: Collection of major text materials in the Jewish field; unpublished materials (papers, projects, lesson plans) on Jewish content areas organized according to topic; media hardware, software, and consumables in print, sound, motion picture, overhead projector, video, filmstrips and slides, gaming, and arts and crafts; recycle center, areas for discussion, meetings, construction, and previewing of materials; display of current catalogues and announcements for free distribution to visitors.

Staff: Sara Lee, director and full-time faculty member in the Rhea Hirsch School of Education. Audiovisual specialist, resource librarian, and materials specialist serve on the staff.

Setting: An unoccupied area on the lower level of Hebrew Union College was redesigned, painted, and furnished to create the environment for the Tartak Learning Center. Hebrew Union College is one block north of the campus of the University of Southern California, Los Angeles.

Participation: The learning center serves as both a local and national resource center for Jewish educators (who participate on volunteer time), youth group leaders, and camping personnel from Jewish educational settings. In addition, public

	school teachers and administrators interested in multicultural education use the resources of the center.
Fees and Credit:	Fees are charged only for materials used and photocopying. Through an agreement with the Los Angeles Bureau of Jewish Education, teachers in Jewish education may receive two units of inservice credit for individualized curriculum projects carried out in the learning center.
Affiliation:	Rhea Hirsch School of Education of the Hebrew Union College-Jewish Institute of Religion.
Support:	Hebrew Union College-Jewish Institute of Religion; private and foundation grants.
Decision Making:	Decisions are made by the staff of the Tartak Learning Center in conjunction with the staff of the Rhea Hirsch School of Education. Input is regularly solicited from graduate students in Jewish education and educators in the community.
Origin:	In 1975, the Hebrew Union College-Jewish Institute of Religion, Rhea Hirsch School of Education recognized the need for a teachers' center in Jewish education, based on the success of the teachers' center model in public education. Existing resources within the College-Institute were collected to start the center.
Information:	Brochure; semester announcements; slide/tape show.

T.E.A.M. CENTER (Teachers' Educational Aids and Materials)

2425 Jefferson Street
Napa, California 94558

(707) 252-5324

Director: Ruth Best

Hours: Monday and Tuesday, 1–5; Thursday, 1–5 and 6–9; Friday, 3–5; Saturday, 9–12. Closed mid-June through July.

Program: T.E.A.M. Center grew out of a need to coordinate curriculum and to help teachers enrich their classroom programs by sharing ideas and materials. Ten or twelve workshops covering all phases of the curriculum are held during the school year. Open for drop-in use, the center displays samples of games, reference books, and other educational materials. Workspace, materials, and equipment are provided for teachers to develop their own classroom programs. The staff makes learning centers which teachers can borrow for their classrooms and helps teachers with special projects they want to create.

Needs Assessment and Evaluation: A sign-in sheet is used with date, person using the center, school, and suggestions or needs. This is also used to evaluate how well the center is meeting the needs of participants.

Resources: Curriculum library containing resource books, professional books, periodicals, and state matrix samples; educational games with game plans on file; free materials on safety and fire prevention. Railroad board, card stock, tissue paper, art supplies, wallpaper books; magazines and picture files; old workbooks to tear apart; two large worktables. Laminator to cover the special goodies when finished.

Staff: Ruth Best, part-time director, is a teacher on early retirement; Pat Ellis, full-time manager/aide. Betty Fitch, supervisor.

Setting: Located in the center of Napa in a renovated high school which serves as the Education Center for Napa Valley Unified School District, the T.E.A.M. Center occupies a pleasant ground floor room (former curriculum library) with many windows and large tables. Napa is located 50 miles northeast of San Francisco in the heart of California's wine country.

Participation: Open to all Napa Valley Unified School District and Napa County K-12 teachers on volunteer time. Also open to parents and paraprofessionals.

Fees and Credit: Use of the center is free. Materials and game plans sold at cost. For ten hours of workshop time, teachers can earn credit toward salary increments.

Affiliation: Napa Valley Unified School District.

Support: Napa Valley Unified School District provides salaries, building, and utilities. Senior citizens volunteer to help in coloring games for teachers.

Decision Making: Napa Valley Unified School District administrators and an informal board composed of school representatives who give feedback on services and needs.

Origin: Initiated in summer 1977 by district teachers and administrators.

Information: Monthly newsletter, "The Yellow Pages."

TEACHER SHELTER (Teachers' Active Learning Center—TALC)

Mailing Address:
c/o Oakland Unified School District
1025 Second Avenue
Oakland, California 94606

314 East 10th Street
Oakland, California 94606

(415) 836-8316; 451-7741

Director: Amity P. Buxton

Hours: Tuesday, 9–8; Wednesday and Thursday, 9–6.

Program: Labeled "idea factory," "invisible catalyst," and "source of support," the center is a place developed by people involved in teaching and learning to come together to re-energize, reflect, learn, study, consult, exchange ideas, develop curriculum, and relax. In addition to individualized activities, study groups, and ad hoc sessions, the center offers scheduled short- and long-term workshops and seminars requested and/or planned by participants. Topics include Piaget, students' journals, alternative assessment, women's studies, stress prevention, parent volunteering, the Port of Oakland, cross-cultural celebrations, language across the curriculum, and starting points for interdisciplinary curriculum.

Needs Assessment: Teachers express their needs (and expertise) in two ways through (1) a formal instrument distributed to every teacher in the district; and (2) informal means of telephone, on-site, and requests at the center. These expressed needs form the basis of program development.

Evaluation: Participants evaluate the program formally once a year in late spring, by a checklist-ranking instrument that asks for the impact of center participation on themselves, their students, classrooms, and school. Participants, staff, and workshop leaders evaluate each session informally at its conclusion. A current research project funded by the National Institute of Education through the Teachers' Centers Exchange—"Perceptions teachers have of the role the teachers' center plays in their professional development"—will add a self-reflective dimension to the evaluation.

Resources: Flexible spaces for relaxing, talking, study, investigation, construction, active learning; books, journals, and science/math apparatus; interdisciplinary curriculum displays; active learning centers for investigating concepts; industrial scrap materials; tools and equipment; communication center.

Staff: Amity P. Buxton (full-time), Roberta Davis, Kathleen Hurty (part-time); volunteers after school and from time to time, an assistant clerk.

Setting: Housed in a district curriculum and instruction resource center, one block from district administration offices. Close to the Oakland Museum, Lake Merritt BART station, and Laney College, the center is located next to a K-12 arts-centered school, children's centers, and a bilingual primary school.

Participation: Primarily teachers (elementary, secondary, and day care) from public and non-public schools; also parents, administrators, community members, principals, support and classified personnel. Most participants come from Oakland and surrounding Bay Area public school districts.

Fees and Credit: Free. Graduate extension credit from California State University, Hayward, and district credit can be earned for participation in the scheduled program of workshops and study, and for independent studies designed by individual participants and arranged with staff.

Affiliation: Oakland Unified School District and San Francisco State University.

Support: Oakland Unified School District provides space, operating costs, consumable materials, and a major part of staff salaries. The balance of staff salaries comes from federal /state funding (currently ESEA Title I). Supplementary support for temporary staff, consultants, curriculum/professional materials, and research projects comes from community and private foundations and "Friends of TALC" contributions. The Rockefeller Foundation and National Council of Teachers of English support classroom research on children's journal writing and drawing.

Decision Making: An advisory group of 20 Oakland elementary and secondary teachers, parents, and support personnel meets regularly with center staff to give input to programming, policy, and funding strategies. Center staff is placed within the school district's curriculum and instruction department.

Origin: In 1969, several staff members of STEP/TTT preservice/inservice teacher education program of San Francisco State University noted that their active learning workshops in mathematics and science seemed to be the most effective change strategy for preservice and classroom teachers in the desegregating Sausalito school district. When the off-campus project moved to desegregating San Francisco schools in 1969–70, volunteer efforts of a group of staff, teachers, and teacher candidates developed the Teachers' Active Learning Center (TALC). It was an adaptation of British teachers' centers which they had visited or studied. From 1971–74 the USOE, Ford Foundation, and Rockefeller Brothers Fund, school district contracts, and individual contributions supported the development of an independent center with a comprehensive program including classroom advisory support. In fall 1973, an Oakland teachers' committee began to design their own "teacher shelter." By summer 1974, the committee asked Amity Buxton and Amada Brown to move with TALC resources to Oakland and to organize and develop the center.

Information: Brochure; calendars. Videotape about the center.

Buxton, Amity P. "A Distinctive Option in Inservice, The Teachers' Center Meets Individual Needs and Institutional Goals." Occasional Paper No. 5. San Francisco: Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, June 1979.

Buxton Amity P. "The Fifth Grade Week: Starting Point for Change." *The Developer.* Oxford, Ohio: National Staff Development Council, July 1979.

Buxton, Amity P. "Philosophy in the Round: Commitment, Concept, Community." In *Building a Teachers' Center,* Kathleen Devaney, ed., pp. 29-44. San Francisco: Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, 1979.

THE TEACHERS' CENTER

Rooms 4 and 5
Andrew Jackson Elementary School
4365 54th Street
San Diego, California 92115

(714) 287-8133

Mailing Address:
PO Box 81594
San Diego, California 92138

Director: Leonard M. Warren

Hours: Tuesday and Thursday, 9–6; Wednesday, 1–6.

Program: The Teachers' Center seeks to strengthen elementary mathematics and language arts instruction by providing classroom teachers with an opportunity to manage their professional growth, define their educational problems, and voice their continuing learning needs. The center provides a comfortable, informal, and non-threatening environment where teachers can exchange ideas, share materials, examine instructional aids, and investigate how children most effectively learn mathematics and language arts.

Workshops, courses, discussion groups, and conferences are presented in response to an assessment of teachers' concerns.

The center serves also as headquarters for the Greater San Diego Mathematics Council and provides support for its annual meeting, several field days, high school honors and computer contests, and mini-conferences the Council conducts.

Needs Assessment: Small-group discussions and interviews.

Resources: A collection of curriculum guides, activity cards, journals, textbooks, catalogues, and other publications; an exhibit of manipulative materials; supplies to construct games and other learning devices.

Staff: Leonard Warren, director; Helen Bates, secretary; volunteer workshop leaders.

Setting: Two classrooms in an elementary school in east San Diego, approximately two miles from San Diego State University.

Participation: Elementary teachers from San Diego Unified School District and several nearby districts, as well as preservice personnel from neighboring colleges and universities participate. The state-funded School Improvement Program supports the release of teachers and engages substitutes to permit teachers to attend day-long sessions at the center. Approximately 150 teachers are released once each year to attend the Greater San Diego Mathematics Council Annual Conference.

Fees and Credit: Free. Teachers can earn district inservice credit.

Affiliation: A venture which pools the resources and energies of San Diego Unified School District, the Greater San Diego Mathematics Council, and the Center for the Improvement of Mathematics Education, a non-profit corporation.

Support: San Diego Unified School District furnishes housing and a major portion of the director's salary; the Greater San Diego Mathematics Council supports clerical services; the Center for the Improvement of Mathematics Education contributes materials and personnel.

Decision Making: Informal.

Origin: From 1968–71, California state-supported Miller Mathematics Improvement Programs provided inservice training for elementary school teachers, using the Madison and Nuffield Mathematics Projects as models. When funds appropriated by the legislature to maintain support for additional years were vetoed, Leonard Warren, Robert Wirtz, and Robert Davis founded CIME, the Center for Improvement of Mathematics Education, a non-profit organization, to continue the summer program and follow-up activities. Inspired by observations of teachers' centers in Great Britain, CIME used income from the summer operation to launch the teachers' center in January 1973. The first events were scheduled in the spring of that year.

THE TEACHING LEARNING CENTER

The Department of Education
San Diego County
6401 Linda Vista Road
San Diego, California 92111

(714) 292-3679; 292-3649; 561-0197

Director: Charles Ballinger

Hours: Monday through Friday, 1–5. Mobile unit operates year-round.

Program: The Teaching Learning Center is a countywide inservice education program with four goals: (1) to provide more direct services to districts and teachers; (2) to provide opportunities for teachers to enhance their teaching skills; (3) to provide opportunities for districts to improve their instructional programs; and (4) to provide opportunities for teachers to interact, share, and learn from each other.

The center is a specially designed, self-contained mobile unit which is located at selected school sites in San Diego County. During each school year, the mobile unit is physically placed at four different sites, with the location changed quarterly.

Prior to being located at a school site, an extensive needs assessment is conducted that provides for input from teachers and their aides. From the nearly 400 program suggestions received, a quarterly schedule of inservice programs is organized and presented. Activities include after-school workshops, a few all-day workshops, seminars, and instructional materials preparation. Recent diverse topics include: creative dramatics in the classroom, working with the Mexican-American student, and developing listening skills in children. Teachers are encouraged to be leaders in all activities. In addition to group activities in the center, one-to-one sharing sessions and classroom visitations are organized. The center is open on a drop-in basis for all school personnel.

Needs Assessment: The Teaching Learning Center conducts extensive formal needs assessments at both elementary and secondary levels prior to being located at a school site. Teachers and aides are asked to prioritize their needs for assistance with activities within various areas (e.g., art, audiovisual media, classroom organization, management, and materials).

Resources: A mobile unit (12′ X 60′) has been especially equipped to be a portable classroom with a small library materials display, a materials construction center, a video recording system, a copying service, and a small kitchen.

Staff: Charles Ballinger, director; half-time secretarial assistance. San Diego County's several curriculum and instruction coordinators provide the primary staff support, while several coordinators from the department's Pupil Services section also share the responsibilities and tasks. Some outside resource people are also invited to be consultants at the mobile unit site.

Setting: The mobile unit travels quarterly to any of San Diego County's schools which request and prepare for it. In 1979 the unit was located at Cajon Valley School District, El Cajon; South Bay School District, Imperial Beach; Vista Unified School District, Vista; and Solana Beach School District, Solana Beach.

Participation: School-related personnel from San Diego County (grades K-12) participate mostly on volunteer time including teachers, aides, volunteers, parents, and administrators. Occasionally, release time is arranged by local districts that request a particular inservice program at the center.

Fees and Credit: Free. Participants may earn one to three college units of credit for which they pay small registration fees.

Affiliation and Support: Department of Education, San Diego County.

Decision Making: Decisions are made by the participating school personnel within each geographical region where the Teaching Learning Center is located.

Origin: Started in response to requests from local districts in San Diego County to provide services for their teachers that would be located closer to their school sites. The center began operating in fall 1977.

Information: Brochure; monthly calendar of events.

MARIN TEACHER LEARNING COOPERATIVE

1111 Las Gallinas Avenue
San Rafael, California 94903

(415) 499-5811

Director: Karen Kent

Hours: Monday through Friday, 8–5. Closed from June 25 to August 11. Instructional Materials Center open all year.

Program: The purpose of the Marin Teacher Learning Cooperative is to provide inservice training programs to meet the stated needs of preschool-12 teachers in Marin County and to develop a file of resources and programs that can be shared. Classes and workshops in reading, writing, self-esteem, career change, school climate, classroom management, and environmental education are offered. Subcommittees of the policy board are working with staff to prepare career education and retraining programs for educators. Development of the center is being coordinated with the Marin County Office of Education Instructional Materials Center. The center also acts as broker in matching teachers with staff development programs prepared by outside agencies and with special education and consolidated programs (ESEA Title I, School Improvement Plan, ESL).

Needs Assessment: Last done by random sample interview. Policy board members each interviewed five teachers in their district by phone, and information was consolidated from school districts that turned in results on time.

Evaluation: Participants and instructors are asked to fill out evaluation forms after each workshop or class.

Resources: Space for the teacher center is being developed as part of the Instructional Materials Center. Teacher-made materials will be included along with media and professional library materials. We have access to a multipurpose room and two meeting rooms in the building. Space in various areas in the county is available through local school districts, banks, and savings and loans.

Staff: Karen Kent, full-time coordinator; Eva Voith, full-time secretary/clerk.

Setting: TLC is housed in the new Marin County Office of Education, a remodeled elementary school, located in north San Rafael, county seat and population center of the county which is just north of San Francisco. The county is urban/suburban along the Highway 101 corridor, while West Marin is rural and served by schools a good distance from each other, including some one- and two-room schools.

Participation: The majority of participants are classroom aides and teachers, K-8. In the last year, increasing numbers of secondary teachers and principals have been involved in writing and school climate workshops. During 1980 we are contacting parents directly, through school improvement site councils and ESEA Title I councils, to advertise the availability of our programs to them.

Local districts provide policy board teachers with release time to attend meetings. Money is included in our budget for release time but we have not yet developed a plan for its use. (Release time costs tripled in some districts this year.)

Fees and Credit: Participants from non-member school districts pay a fee for workshops. Consortium member districts pay an annual fee based on the following schedule: average daily attendance under 499–$300; 500–999–$500; over 1000–$800. Credit is usually arranged through Dominican College or California State College-Sonoma.

Affiliation: The TLC is a consortium of 13 public school districts in Marin County and one or two private schools. The fiscal agent is the Marin County Office of Education, which has been a member of the consortium since the beginning of the TLC in 1976.

Support: USOE Teacher Centers Program grant pays for staff salaries, some consultant fees, some release time, and some materials. The County Office of Education provides office and center space and utilities. Member districts provide policy board release time, some consultant money, and workshop and conference materials and fees. Member districts provide space for workshops at no cost to the center.

Decision Making: Since the TLC began, in 1976, the programs have been planned and run by a committee consisting of one teacher representative from each member district, two or three district curriculum administrators, and a principal. With USOE funding, this group has become the policy board with responsibility for hiring staff. Staff is supervised by the coordinator of curriculum, who is the county office representative on the policy board.

Origin: In January 1976 a number of Marin County elementary school districts met, at the request of one of the local school superintendents, for the purpose of exploring strategies for increasing professional growth and development activities. Because of the drop in school revenues caused by revisions in the California school finance system and a dramatic decline in enrollment, participating districts no longer possessed the human, financial, or physical resources to offer adequate inservice training activities. Therefore, maximum cooperation and coordination of resources were imperative.

By May 1978 formal membership had expanded from three districts to 12 districts, the Marin County Office of Education (representing four rural schools, vocational and special education), and five private schools. Interdistrict sharing of workshops took place, new courses based on teachers' interests developed, and a working budget was established. A proposal was submitted to USOE, and the center was funded in fall 1979.

Information: Newsletter.

VALLEJO TEACHER CENTER

Staff Development Center
Vallejo City Unified School District
321 Wallace Avenue
Vallejo, California 94590

(707) 643-2531

Director: William Loudon

Hours: Monday through Friday, 8–4. Closed during summer.

Program: The purposes of the Vallejo Teacher Center are to improve the skills of teachers and principals in developing the kind of curricula which is responsive to the diverse needs of students; using educational research to apply effective teaching practices; responding to the special needs of students.

Teachers and principals of elementary, special education, junior high, and high school students attend training sessions—based on the concept of Madeline Hunter's "Clinical Teaching"—at the center on released time. Training addresses curriculum development, teaching skills, special needs of students, and instructional supervision.

The training for participants who are new to the center takes place in three three-day sessions (fall, winter, spring), each followed by on-site classroom observation with feedback relevant to the training cycle content. Activities include lessons by center staff and/or consultants, large- and small-group discussions, practice sessions, classroom observations, and live or videotaped demonstration lessons which model the skills being taught.

The training for second-year participants includes advanced sessions in "Task Analysis—A Tool for Curriculum Development"; "Procedures for Analyzing Teaching Effectiveness"; and "Classroom Management."

Principals and resource teachers receive training in instructional supervision as a means of refining continually their skills and abilities in promoting the school-site/classroom application of effective teaching practices. Nine mornings distributed over the school year are devoted to this activity.

Needs Assessment: Teacher center participants and policy board are requested throughout the year to indicate their needs related to effective teaching.

Evaluation: The evaluation form uses a four step check for effectiveness plus space for participants to write supportive statements or suggestions for program improvement. Information is monitored by policy board.

Staff: Full-time: William Loudon, director; Margaret Blocker, teacher trainer; Sherwin Low, teacher trainer; Pam Mullin, teacher trainer. Norma Difuntorum, half-time secretary.

Setting: Five classrooms, two of which are used predominately for training. All are located on the same site situated centrally in the small city of Vallejo, located on San Pablo Bay, 30 miles northeast of San Francisco.

Participation: Teachers, principals, supervisors participate during the school day. All participants needing substitutes are provided same for every day of training (the center pays for substitutes). Training days vary from three to nine during the school year, depending on activity selected.

Fees and Credit: None.

Affiliation: Vallejo School District.

Support: Supported by USOE Teacher Centers Program.

Decision Making: The policy board consists of 11 members, eight of whom are classroom teachers, one representative from the University of California, Davis, and two school board representatives. Program decisions and hiring are determined jointly by board and staff; supervision is the responsibility of the center director.

Origin: Grew out of the Professional Development Center in Vallejo (the teacher center serves schools the PDC does not serve). Two administrators in the district, Joe Wardlaw and Joan McDonald, were instrumental in writing the proposal for Office of Education funding, which was received in the fall of 1978.

Information: Project abstract. Training calendar and description of training activities.

SCHOOL RESOURCE NETWORK

535 East Main Street
Ventura, California 93009

(805) 654-2164

Director: Steve Kingsford

Hours: Monday through Friday, 8–5. Open all year.

Program: The School Resource Network is a service for educators that matches a variety of resources with educational needs. On request SRN will attempt to respond to any request no matter how large, small, or unusual. Material sources or units of study are available on the following topics: ordering free materials, math games and activities, bookbinding, planets, and other areas. Other services provided are continuums in health, physical education, language, and math; SMERC (San Mateo Education Resources Center, an education information service) searches or literature on topics such as videotaping, opening a private school, special education, motivation, and chemistry; classroom speakers; inservice training in areas such as metrics, movement education, music, dance, filmmaking, stress, reading comprehension, math management, and oral language. SRN also supplies consultants on a one-to-one or group basis. Requests for service are made by telephone, in writing, or through school liaisons.

Needs Assessment: A written, formal needs assessment was conducted, but staff found that information gathered verbally and informally by school liaisons was more valid in determining the needs of teachers. Meetings are held regularly with school liaisons. A "Workshop Shopping List" allowing participants to select and develop their own staff development programs is also used.

Evaluation: A feedback form, asking participants to evaluate SRN's response and the service provided, is included with each service request form.

Staff: Steve Kingsford, full-time director; Ricki Mikkelsen, field coordinator, Ventura and Santa Barbara Counties. Ventura County: Donna Coffey, Muriel Sharkey, Dorothy Payne, resource consultants; Julie Turner, secretary; Karen Quinn, clerk-typist. Santa Barbara County: Joanne Candler, Judy Headley, Mary Monroe, Roberta Naus, Diane Sylvester, resource consultants; Carol Klamkin, secretary.

Setting: Ventura County office is located in one large room on the second floor of the Office of the Superintendent of Schools in the downtown part of old Ventura. Santa Barbara County office is located in the library of the Santa Barbara County Superintendent of Schools office. Ventura and Santa Barbara are on the coast in southern California, north of Los Angeles.

Participation: Mostly K-6 teachers from Ventura and Santa Barbara Counties. Also 7–12 teachers, administrators, paraprofessionals, school board members, parents, and community members. SRN will reimburse districts to release teachers to participate in professional growth activities (workshops, one-to-one conferences) in special circumstances (e.g., meeting group or school-site needs). Teachers must apply two weeks before the proposed activity and must receive approval from their school administrator. They are asked to provide the following information: (1) a statement of objectives specifying skill or knowledge to be obtained; (2) what group or school site they represent; (3) plans and procedures for sharing acquired skills/knowledge with others; and (4) how the activity will be evaluated by the group or school site.

Fees and Credit: Services are free. Graduate credit for summer workshops available through California Lutheran College for Ventura County participants and University of California at Santa Barbara for Santa Barbara County participants. Materials are provided either free or at cost.

Affiliation: Santa Barbara and Ventura County Offices of Education. Salaries are paid through the Ventura County Schools office from the funding received.

Support: The SRN receives its funding from USOE Teacher Centers Program, with Ventura County Superintendent of Schools serving as LEA.

Decision Making: Director hires and supervises staff. The thirteen-member policy board consists of six public school teachers, one non-public-school teacher, one institution of higher education representative, one Santa Barbara County Superintendent of Schools representative, two school-site administrators, and one parent.

Origin: The impetus for starting a teacher center came from the superintendents of Santa Barbara and Ventura Counties, who asked the Ventura County staff to explore requirements for a federal teacher center proposal. A policy board was formed to write and submit a proposal, and the center opened on September 15, 1978.

Information: "Network News," a newsletter.

TULARE COUNTY TEACHERS' CENTER

Education Building
County Civic Center
Burrel Street
Visalia, California 93277

(209) 733-6570; 733-6433

Director: Eva Dent

Hours: Monday through Friday, 8-5. Open all year.

Program: Tulare County Teachers' Center serves the teachers of the county by providing a place where they can drop in for make-and-take, to consult idea files, and to examine materials. The center also develops, in conjunction with the advisory group, source booklets for the schools (e.g., *Human Resource Booklet on Field Trip Information*) and a *Teacher Center Material Catalog* and *Supplement* for the schools.

Needs Assessment: Informal assessment is used. Members of the teachers' center advisory committee, representing 24 county direct-service schools or unified school districts, survey the teachers with whom they are associated. The needs are reviewed by the committee and priorities are discussed.

Resources: Curriculum library, commercial and teacher-made materials (available on loan), professional library, audiovisual equipment, microfiche reader, laminator, ditto and mimeographic equipment, access to offset press and computer terminals.

Staff: Eva Dent, part-time manager; Diane Greeson, part-time secretary; two part-time employees to develop teacher ideas and to maintain and keep materials in order.

Setting: Housed in the county's Education Building, the center has access to the education resource centers, multimedia center, planetarium, and two open space classrooms in the same building. Visalia is located five miles east of Interstate 99, 40 miles south of Fresno, in the San Joaquin Valley.

Participation: Teachers and administrators, mostly K-8 from public and parochial schools, attend on volunteer or release time. Aides, principals, day-care teachers, school nurses, psychologists, speech therapists, resource teachers, and community members also participate. Center users come from 43 school districts all over Tulare County, a large rural area.

Fees and Credit: Free (nominal fees for materials). No credit.

Affiliation and Support: Tulare County Department of Education.

Decision Making: Advisory committee composed of 24 K-8 teachers and resource personnel from districts throughout Tulare County meets monthly. The committee is responsible for recommending priorities for the year and for evaluations and suggestions. Members communicate their staff's ideas and requests to the committee-at-large.

Origin: The center was established in 1976 with the support of Tulare County schools superintendent to meet the needs of county educators.

Information: Monthly newsletter/calendar; annual report to the county superintendent.

RESCUE'S
CREATIVE TEACHER CENTER

Hut Hill Road
Bridgewater, Connecticut 06752

(203) 354-2218

Directors: Nancy Ellis and Betty J. Sternberg

Hours: Monday through Friday, 8:30–4:30. Open for teachers to use in the summer, but no scheduled programs.

Program: The purposes of the center are: (1) to provide a forum for exchange of creative ideas and techniques of teaching. (2) To provide a facility for teachers to meet, exchange ideas, and participate in workshops. (3) To provide a resource center of books, games, and stimulate the professional growth of teachers.

A series of ten workshops per year is offered for teachers in grades K-8. The emphasis is on "hands-on" programs, with make-and-take workshops being among the most popular. Examples of workshops include "Working with the Hyperactive Child" and "How Do You Get Turned on Writers?" Inservice workshops are held at schools in the area.

Needs Assessment and Evaluation: A needs assessment form is sent out each spring, on which teachers can indicate their priorities for workshops ("Values Clarification and Decision-Making Skills: A Set of Classroom Activities, K-8," "Creative Puppetry"). All workshops are evaluated by participants.

Resources: Professional library of books and journals. Materials, such as poster board, dice, spinners, with which to make games.

Staff: Nancy Ellis, full-time coordinator of curriculum services; Betty J. Sternberg, assistant director of RESCUE, works one day per week at the center; Connie Philippi, full-time secretary.

Setting: Two settings exist—one on Hut Hill Road in Bridgewater is located in an old, three-story New England home. One room of the RESCUE offices serves for the teacher center, and one large room with a fireplace—the "Berkshire Room"—is available for large meetings. The other office on RR #1, Goshen Road, in Litchfield, is also in an old New England home converted to an operating prep school. The teacher center office is on the second floor. Both centers are part of RESCUE facilities and are situated in small, rural towns.

RESCUE (Regional Educational Services Center through Unified Effort) is one of six educational services centers in Connecticut. The Creative Teacher Center is part of RESCUE's Instructional Services Department.

Participation: Participation is open to elementary and middle schools throughout northwestern Connecticut. Currently some 39 schools are members, meaning that all teachers within those schools may avail themselves of programs, mostly on volunteer time. Individual memberships are available for teachers in non-member schools. Inservice workshops at schools are held during the school day.

Fees and Credit: Yearly membership fee is currently $100 per school or $12 per individual. When courses are offered for credit, participants pay the necessary fees.

Affiliation: The Creative Teacher Center is part of the Instructional Services Department of RESCUE, a Regional Educational Services Center with locations in Bridgewater and Litchfield.

Support: Support comes from school districts throughout the northwestern part of Connecticut.

Decision Making: Input is solicited from Creative Teacher Center members. Final decisions must be approved by RESCUE's executive director and assistant director.

Origin: The Creative Teacher Center was developed in 1975 as an arm of RESCUE's Instructional Services program.

Information: Monthly newsletter containing practical classroom activities in reading, language arts, and mathematics. A handbook is printed and distributed to members twice a year.

THE BRISTOL TEACHER CENTER

632 King Street
Bristol, Connecticut 06010

(203) 584-7835; 584-7865

Director: Bob Lewandoski

Hours: Open for workshops, usually scheduled after school, 3:15–5. Closed during the summer.

Program: "A teacher center is an organic kind of institution—it changes to meet the needs of education as teachers see these needs and express them. It is the essence of self-help and self-improvement among professionals." The Bristol Teacher Center provides a structure through which teachers in the area can come together in a spirit of volunteerism and mutual support to meet personal and professional needs. Programming at the Bristol Teacher Center reflects different needs and concerns each school year. However, a basic format is used: one featured workshop is offered each month November through April in topics such as "Reading Techniques for Teachers," "History of Bristol," "Recycling Can Be Fun," and "Movement Can Be Academic." Workshops are advertised in an annual catalogue distributed to all public school teachers, administrators, and private school principals. Advance registration is required. Special one-session programs advertised in the center's occasional newsletter are offered as opportunities or needs arise. Series workshops are offered, especially if the center is involved in a special project through the school district administration, regional educational service agency, state department of education, institution of higher education, or other educational organization. Each year at least one semester-length course for credit is offered at the center in association with an area college or university. Program presenters—hired consultants or volunteer presenters—are often classroom teachers.

Needs Assessment: A three-page needs survey checklist developed by a regional consortium (Capitol Region Teacher Center) has been used to gather statistical counts. These counts have been assessed by the center's program committee and by building representatives, and priorities have been established for program development for several years into the future. Informal interview techniques are also used, and teachers are surveyed about current interests and needs on feedback sheets at every workshop.

Evaluation: Individual workshops are evaluated through feedback sheets that ask teachers to rate on a scale the degree to which workshop objectives (as advertised in the workshop announcement) were reached. Anecdotal comments are also asked for.

Resources: The center generally is used only as a place to house workshops. However, some workshops offered as a series do establish temporary collections of materials and inventories of equipment needed for special projects.

Staff: Bob Lewandoski, director. Nine-member steering committee. All staff time is volunteered.

Setting: The Bristol Teacher Center is located in a converted storeroom across the hall from the Bristol Public Schools' audiovisual center on the lower level of Bristol Eastern High School. The room is approximately the size of two classrooms and is furnished with donated furniture. Bristol is a city of about 55,000 people in central Connecticut on Highway 6 about 20 miles southwest of Hartford.

Participation: Elementary and secondary school teachers from the Bristol Public Schools attend on volunteer time. Release time is available for workshop program development related to special projects. Programs are open to administrators as well as to staffs of private schools in the area. Community participation is welcome.

Fees and Credit: There is usually no charge for workshops; there may be a charge for expendable materials used by participants. Regular fees are paid by participants for transcript credit courses. At least one semester-length course for credit is offered each year in association with an area college or university. Workshops offered as a series may be used by teachers as credits in lieu of transcript credit for placement on the sixth-year track. Some teachers use workshop credits in an alternative certification program permitted by the state of Connecticut.

Affiliation: The Bristol Teacher Center is an independent center affiliated with a regional education council consortium developed to promote teacher involvement in staff development; through the consortium a liaison exists with Central Connecticut State College. The center also participates in a statewide teacher center network promoted by the state department of education, and has a formal connection with the local branch of a statewide USOE-funded teacher center, the Connecticut Teachers' Centers for Humanistic Education.

Support: An all-volunteer effort with major contributions for program funding coming from the Bristol Federation of Teachers. Bristol Board of Education allocates funds, if available, in regular budget categories such as standard supplies and in-kind services for room maintenance and telephone costs.

Decision Making: The governance body is a steering committee composed of six teachers and three administrators. Teachers are selected by the steering committee from among volunteers, and administrators are appointed by the superintendent. Members serve for two years. Standing committees (program, newsletter, grant, and house) are organized and supervised by the steering committee. The program committee develops program schedules, writes workshop objectives, selects presenters, hosts and evaluates workshops.

Origin: The Bristol Teacher Center was established in 1975 as the result of negotiations between Bristol Federation of Teachers and the Bristol Board of Education. In a memorandum of understanding accompanying the 1975–77 contract, the board and the union agreed to work toward establishing a teacher center.

Information: Annual program catalogue and occasional newsletters.

PROJECT RISE TEACHERS' CENTER
(Regional In-Service Education)

Halls Hill School
Halls Hill Road
Colchester, Connecticut 06415

(203) 537-2117

Director: Peter H. Martin

Hours: Monday through Friday, 8:30–4:30; evening, weekend, and vacation hours as needed.

Program: Project RISE provides a service for teachers that will benefit classroom instruction, and defines that service according to the expressed needs of classroom teachers.

Project RISE, a regional inservice center and teachers' center, serves teachers, school administrators, and parents in the predominantly rural towns of Andover, Colchester, East Haddam, Franklin, Hebron, Lebanon, Marlborough, and Salem. The center offers three main avenues by which teachers can grow professionally: (1) teachers' center facility—the center is a place where teachers, administrators, and parents can borrow resource materials that contain ideas for working with students of various abilities and interests and where they can create instructional materials for students; (2) advisory service—advisors work with teachers in their schools on a regular basis, bringing requested materials from the center to the schools, helping sponsors at the school; (3) workshop series—over one hundred workshops are offered per year by Project RISE, some in the schools and others at the center. The programs take place during school, after school, in the evenings, on Saturdays, and during spring and summer vacations.

Needs Assessment: Teachers' needs are assessed through three kinds of needs assessments: two that involve a combination of paper/pencil and face-to-face contact, and a third that is completely informal using the advisors in their day-to-day work with teachers.

Evaluation: Full-time researcher/observer.

Resources: Assortment of "scrounge" items, inexpensive materials, idea books, samples of teacher-made materials, laminator.

Staff: Peter H. Martin, RISE director; Mary Keenan, teachers' center coordinator; Mary Jane Cook, part-time secondary advisor/consultant; Ettie E. Brewer, part-time elementary advisor/consultant; Jo-Ann Kondash, full-time elementary advisor/consultant; S. Chris Stevenson, full-time observer/researcher; one full-time elementary advisor/consultant.

Setting: Large, carpeted room in modern school in Colchester, the geographical hub of a predominantly rural area in southeastern Connecticut.

Participation: K-12 public and private school teachers, administrators, parents, board of education members participate on volunteer and release time. RISE pays the costs of substitutes for teachers who participate in all-day programs at the center and for teacher visitations.

Fees and Credit: Teachers pay for consumable materials and for credit for courses. Most center activities are offered without credit.

Affiliation: RISE is a multi-town "consortium" of local boards of education.

Support: Funding sources include local board of education funds assessed from member boards on the basis of student population; ESEA Title IV-C funding; USOE Teacher Centers Program grant; private foundation funding.

Decision Making: Formal policy board decides center program, personnel, budget, and policy. RISE director supervises staff. For the mandated inservice component of RISE, staff development planning teams at each school made up of teacher representatives, principal, and RISE staff member design programs appropriate for that school. Local programs are open to all teachers in the service area because of a regionally coordinated calendar of inservice release days. Budget, policy, and personnel decisions for the mandated inservice component are made by the RISE Interdistrict Committee, composed of a board of education member from each participating town, upon the recommendation of the superintendent's advisory council, composed of superintendents of schools from each participating system.

Origin: Peter Martin, formerly of the Center for Open Education at Storrs, Connecticut, was a consultant to the Colchester school system. The idea for Project RISE originated with his work and teachers' needs in the region. The center began in 1976 with an ESEA Title IV-C planning grant and received a USOE Teacher Centers Program grant in September 1979.

Information: Martin, Peter. "A Teachers' Center for Nine Rural Towns—Can Grassroots Grow from Seeds Planted on Top?." Occasional Paper No. 2. San Francisco: Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, December 1977.

Martin, Peter, and Keenan, Mary. "Criteria for Successful Workshops." In *Building a Teachers' Center*, Kathleen Devaney, ed., pp. 151–155. San Francisco: Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, 1979.

TEACHERS' CENTER AT FAIRFIELD AND THE CHILDREN'S MUSEUM

Nathan Hale Street
Fairfield, Connecticut 06430

(203) 255-5411, ext. 2692, 2693

Director: Bena Kallick

Hours: Monday through Friday, 8:30 –4:30; open evenings and weekends for scheduled workshops. Open during the summer.

Program: The Teachers' Center at Fairfield is a supportive, responsive, stimulating, creative environment that promotes the active exploration of materials and emphasizes the study of children's learning as the basis for teachers' professional development.

The center is a facility for Fairfield University's open education, environmental studies, and museum education graduate courses. The center also offers non-credit workshops. Daytime, after-school, and weekend workshops and program packages are available for teachers, parents, day-care and preschool leaders, PTA groups, and student teachers. Staff hold in-classroom workshops during school hours for teachers and children.

Advisory services for teachers, providing individualized assistance in classrooms or a group support system within schools, are available through the center.

The Children's Museum, a program of the Teachers' Center, runs weekend workshops, activities and special events for parents and children in thematic multi-cultural studies, such as: Colonial, African, Native American, and Hungarian. Teachers bring classes for field-trip visits.

The Learning Coop, an alternative high school in the Fairfield Schools, has a cooperative arrangement with the Teachers' Center. They share resources, planning, curriculum development related to community, and thematic experiential learning.

Needs Assessment and Evaluation: Needs assessment and evaluation are part of the Title XX grant—an evaluation component is built into the program. Bena Kallick is doing a doctoral thesis on the origins of the Teachers' Center and its effects on and relationship to open education graduate students at Fairfield University.

Resources: Darkroom, arts studio with kiln, wood and metal shop, sewing and needle craft areas with machines, modified greenhouse, indoor and outdoor gardens, animals, math and science labs, weaving center with spinning wheel, "found sound" area for music, children's art gallery, audiovisual equipment, access to video equipment, duplicating machines, professional library, curriculum materials, displays, kitchen.

Staff: One full-time director, one full-time coordinator of graduate programs for Fairfield University, one full-time coordinator, and one administrator of Title XX for Fairfield University; about 20 part-time staff work on program components. Students in high school independent study programs assist as aides. Two full-time secretaries.

Setting: The center occupies a former Fairfield elementary school near Long Island Sound, close to Bridgeport, Connecticut, and about 25 miles from New Haven.

Participation: The center is used by K-12 teachers from public, private, and parochial schools, administrators, support staff, graduate students, preschool and day-care workers, parents, and children from a wide radius in Connecticut and New York State. Participation is mostly on volunteer time, although some teachers attend on release time through school district contracts for advisory work.

Fees and Credit: Workshop sessions cost about $3–5; advisory sessions are arranged for a school system at varying rates; in-classroom workshop packages (nine hours) cost $325 (school board or PTA can fund). The museum charges a $20 registration fee to each school; thereafter museum workshop fees are $2.50 per child. Tuition plus a teachers' center workshop fee for courses from Fairfield University Graduate School of Education are paid directly to the university.

Affiliation: Fairfield University Graduate School of Education and Fairfield Public Schools.

Support: Fairfield University; workshop and admission fees; Title XX grants help support the center. The Children's Museum has received grants of matching funds from the Connecticut Commission on the Arts, NEH Youth Project grant, and contributions from the Young Women's Club of Westport, the Celanese Corporation, and individuals.

Decision Making: A board of advisors, composed of teachers, community people, and Fairfield University faculty, and a policy review board composed of teachers and Fairfield University faculty.

Origin: The center grew out of the grassroots efforts of Joanna Nicholson, Bena Kallick, and June Gould, all former teachers, to form an open classroom advisory in Westport in the late 60's. They gathered materials, gave programs, and set up workshops. Local attention and encouragement resulted in a proposal to the Dean at Fairfield for a course. This in turn led to the founding of the center.

Information: Monthly calendar, brochure, newsletter. "First Teacher" (published monthly for people who care for young children) 12 issues for $15; "First Teacher for Parents" (published monthly for relatives and adult friends of young children) 12 issues for $10.

THE TEACHER CENTER, INC.

425 College Street
New Haven, Connecticut 06511

(203) 776-5987

Director: Corinne Levin

Hours: Monday through Thursday, 9:30–5:30; Friday. 9:30–4:30; open evenings and Saturdays when workshops are scheduled.

Program: The Teacher Center is both a place and a concept; a place where skills are improved and innovations shared; and a concept of professional growth which values the integrity of each teacher's work and values the horizontal spread of change in contrast to traditional ideas of supervision as the primary mode of raising standards of practice. The center sponsors after-school and evening workshops, drop-in counseling and advisory services, and in-class advising. In its Title XX Early Childhood Program, the center provides primary and specialty advisors, workshops, field trips, and early childhood courses for credit through the University of Bridgeport. Workshops and advisory assistance for schools, parents, community programs, and institutions of higher learning are available by arrangement. Advisory services are initiated on the basis of teachers' and parents' suggestions. Conferences and special events are planned to broaden community awareness and involvement with crucial issues and to provide a basis for the networking of existing groups.

Resources: Resource boxes—collections of objects, writings, and references on topics, such as the Holocaust, King Tut, Southwest Indians, apples, China—are available at the center. Teachers can borrow a box for a couple of weeks to use for whole class or for individual students. Each box includes a resource pamphlet that tells how to use it and a flow chart indicating all the topics with which the box can connect. Created with funds from a multiethnic studies grant, the resource boxes were developed from curriculum designed by teachers.

Library, resource and curriculum materials, work and display areas in early childhood education, arts and crafts, math and science, social studies, multicultural materials, learning environments, a recycling center (including fabrics, binding, beads, paper, plastic, foam) and a bookstore. Filmstrips, film/slide projector, record player, tape recorder, video equipment and a primary typewriter are available for use.

Staff: Full-time director, Corinne Levin; full-time educational advisor and artist-in-residence, Jan Murray; half-time program developer, Karen Belinky; administrative assistant, Marie Acquavita; project coordinator for resource boxes, Barbara Henry; and primary and specialty advisors. Additional staffing has been provided by CETA; Jessie Smith; the Skill Center, a local business college; and volunteers.

Setting: The center occupies the basement in the First United Methodist Church in downtown New Haven, off the city Green and at the edge of the Yale campus. A grant from the National Endowment for the Arts has created an environment which is both practical and aesthetic.

Participation: Public and private school teachers from New Haven and surrounding school districts are encouraged to participate. Day-care staff participate in programs on release time. Paraprofessionals, parents, students, administrators, student teachers, and college faculty also attend the center.

Fees and Credit: Yearly membership, $7.50; a special school rate of $4 per person is also available. Individual workshops, $2–3 plus materials fee. The resources of the center are available to parents, teachers, and community groups. Credit is given by the University of Bridgeport and Fairfield University.

Affiliation: The teacher center is an independent, non-profit resource and advisory.

Support: Title XX (federal Social Security Act); past and present funding: New Haven Public Schools, State Department of Social Services, Edward Hazen Foundation, New World Foundation, New Haven Foundation, Connecticut Commission on the Arts, USOE Ethnic Heritage Studies Program. Income from membership and workshop fees, bookstore, from sale of recycle materials; fees for inservice contracts with schools and for services offered to parents and community groups.

Decision Making: Board of directors made up primarily of teachers and parents. One of the most important characteristics which distinguishes the teacher center from other institutions involved in teacher education is that it is a grassroots organization, founded and run by teachers themselves.

Origin: In spring 1971, in response to the growing interest in open education, teachers who worked in opening schools planned two conferences in New Haven. There was need for ongoing workshops, discussion, and training. Over the summer of 1971 and into the autumn, a group of teachers and parents who felt that need began work on establishing the teacher center.

Information: Calendar.

Bograd, Harriet. *Is There Life After Seed Money?* New Haven: The Teacher Center, Inc., May 1978. Also published in *Building a Teachers' Center*, Kathleen Devaney, ed., pp. 207–223. San Francisco: Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, 1979.

Koral, Jacqueline. *Daycare Advisory: A Teacher Center Perspective on Staff Development.* New Haven: The Teacher Center, Inc., July 1979.

Levin, Corinne, and Horowitz, Robert. "The Teacher Center, Inc.: A Case Study." *Educational Leadership* 33, no. 6 (March 1976): 434–439.

The Teacher Center, Inc. *Literacy and the Inner City Child. . .Toward a Policy*. Conference Report. New Haven: The Teacher Center, Inc., April 1978.

STAFF DEVELOPMENT CENTER

Stamford Public Schools
21 Burdick Street
Stamford, Connecticut 06905

(203) 358-4312

Director: June Fiorelli

Hours: Monday through Friday, 8–4. Open all year.

Program: The Staff Development Center provides fiscal, human, and material resources in support of the professional development of the staff of Stamford schools. "Staff" is perceived in a broad sense, but the major clients are teachers. Consultants are contracted to conduct workshops and provide individual consultation on a short- or long-term basis, depending on the extent of the need. Ten staff developers are available to assist individual teachers on request and to provide follow-up for target schools. A volunteer chairperson matches community resources to the schools' needs and arranges training for volunteers.

Attendance at workshops is required in target schools (selected by principals and teachers), but other requests for staff development services are at the discretion of the individual teacher or staff member.

Needs Assessment: Needs are determined at several levels: the board of education sets districtwide goals; subject area coordinators determine needs within their department; and each building principal conducts a needs assessment with his/her staff related to the districtwide goals. All administrators are asked to complete a form outlining their needs for staff development in the succeeding year.

Evaluation: Participants fill out an evaluation form at the end of each workshop. An overall evaluation of the Department of Staff Development has been scheduled by the Stamford Schools' Department of Research and Development.

Resources: The Staff Development Center maintains a lending library of curriculum materials and professional books. Small grants such as $50 to spend on developmental math materials for the classroom are available.

Staff: District department head for staff development, June Fiorelli, coordinates and supervises the work of the department. Staff developers: ten experienced teachers, selected on a competitive basis, serve three-year terms with an option to renew for an additional three years. Volunteer program chairperson coordinates the community and parent volunteer program within the schools. Two secretaries and one clerical aide provide clerical support and maintain the library and resource room.

Setting: The professional resources center, a workshop area, and the staff offices are located at Belltown School, an older school currently used for administrative offices. The center, however, provides services at all of the city's 23 schools. In addition, cooperative arrangements with other districts often find center and teaching staff participation in workshops in neighboring communities.

Participation: The majority of services are related to the target areas (mostly basic skills) identified by the elementary school staffs, but all grade levels seek and receive staff developer services. Teachers participate primarily on release time. The department also services administrators, non-professional staff members, parents, and student tutors. Elementary teachers have release time every Wednesday beginning at 1:30 pm, and the middle schools, grades 7 and 8, have release time Wednesdays twice a month. Most workshop activities occur during this time, but teachers are released at other times with substitutes paid for from staff development funds.

Fees and Credit: None.

Affiliation and Support: Stamford Public Schools.

Decision Making: Decisions concerning staff development are based on district needs and building or program needs. The district department head for staff development, working with central staff administration, makes program decisions based on administrators' and teachers' stated needs and on budget allocations. Staff openings are advertised within the district, and applicants are screened and selected by an interviewing committee and the district department head, who is responsible for their direct supervision.

Origin: The staff development program began in 1971, supported by the Stamford Board of Education.

Information: "It's in the Bag" newsletter; "Count On . . . Math Target Newsletter."

WESTPORT TEACHERS' CENTER

150 Riverside Avenue
Westport, Connecticut 06880

(203) 227-8451

Director: Joe Townsley

Hours: Monday through Friday, 8:30–4:30. Open all year.

Program: The Westport Teachers' Center staff and resources offer a variety of staff development and inservice activities on a group and individual basis. Each school year over 500 hours of staff development activities emanate from the teachers' center. Programs are offered during the school day when substitutes are provided, after school, and occasionally on Saturday. Staff development activities encompass a vast array of topics offered at time and in sequence to meet the needs expressed by the staff.

The resource teachers at the Westport Teachers' Center offer direct assistance to elementary teachers on a one-to-one basis either at the center or at the schools. They therefore provide a natural linkage between the resources of the center and the needs expressed by the classroom teacher. This direct contact often results in the teacher coming directly to the teachers' center for inservice programs; for direct assistance by the resource teacher; or for a specific activity designed to meet individual needs. Programs are conducted for parents at the teachers' center and also for volunteers who assist in making classroom games and learning kits.

Needs Assessment: Needs assessments are done at various times to determine various center programs: what workshops to offer; if grade-level meetings would be helpful, and if so, what areas should be addressed (e.g., curriculum, student problems). The three resource teachers recently conducted an informal assessment of schoolwide needs, which they will prioritize after talking to principals.

Evaluation: An assessment of the role of Westport's three elementary resource teachers was done for the 1977-78 school year.

Resources: Curriculum laboratory for making learning materials: laminator, bookbinding machines, duplicating machine, ditto, stencil cutter, mimeograph, thermofax, tools, and supplies. Resource room: space with chairs and tables for meetings, workshops, discussion; professional library, adopted texts, curriculum guides, preview screen, office. Distribution center: films, filmstrips, videotape, learning kits, resource boxes.

Staff: Joe Townsley, curriculum coordinator; Holly Capasse, JoAnn Davidson, and Judy Hall, full-time resource teachers. The media center is operated by two full-time staff members.

Setting: The teachers' center is centrally located in a four-room building on Riverside Avenue. Westport is a community in southwestern Connecticut, 50 miles northeast of New York City. Take Exit 17 (Saugatuck) off the Connecticut Turnpike, or Exit 41 (Wilton Road) off Merritt Parkway.

Participation: Teachers participate on release and volunteer time; also administrators, parents, and volunteers.

Fees and Credit: All inservice workshops are free to participants. Inservice credit is earned for participation and graduate credit for some workshops is arranged through local universities. Fees for graduate credit are paid directly to the cooperating university.

Affiliation and Support: The center is totally supported by the Westport Board of Education.

Decision Making: The curriculum coordinator and the three resource teachers.

Origin: In an attempt to meet the defined curriculum, instruction, and personal needs of teachers, the Westport Teachers' Center opened with its current staff and facilities in 1977.

Information: Newsletters are published five times a year, with updates, inservice announcements, and other publications of interest.

ADVISORY AND LEARNING EXCHANGE

Jackson School Building
31st and R Streets, NW
Washington, DC 20007

(202) 298-9030

Director: Mary H. Alexander

Hours: Monday through Friday, 9–9; Saturday and Sunday, 9–4 for scheduled workshops. Open all year.

Program: The aim of the Advisory is to encourage, organize, support, and facilitate learning and growth experiences for those individuals in the Washington community concerned with quality educational opportunities. Our long-range objective has been to improve the process of education in the District by helping to develop new institutions and renewing old ones. The Advisory sponsors courses and workshops in the subject matter areas of reading, math, science, social studies, language arts. Test-taking skills, problem solving, bilingual education, learning disabilities, classroom organization and management, proposal writing, creative use of media, and arts and crafts are also popular areas of focus.

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Since its early days the Advisory has generated other projects that deal more specifically and in-depth with given audiences' interests and concerns. Such programs as Celebration in Learning, with an early childhood focus, Three Junior High School Project, through which teachers and administrators worked on management of buildings, and Parent Focus, which makes available information and training in effective parenting skills through parent-led workshops and discussion groups, are examples of efforts that have proven effective. The Advisory continues to support and assist individuals and groups seeking to initiate new programs and projects for old and new audiences.

Needs Assessment: Informal inquiries are made periodically (through the newsletter and simple questionnaires sent directly to clients) which attempt to ascertain their needs, interests, and concerns. Feedback is also received orally from individuals acting as Advisory liaisons in school buildings.

Evaluation: Feedback forms are provided at the end of each workshop and course to allow participants an opportunity to assess their experience. This form also offers an opportunity to request other specific types of services.

Resources: The center provides space for individuals and groups to work on individual projects or to become involved in courses, workshops, and other group sessions. A laminating press is available for preserving visuals that are intended for use over a long period of time. Books, records, curriculum materials, and manipulative learning materials can be borrowed by Advisory members. Popular materials for classroom use can be purchased by members at a 10% discount at the small center store.

Staff: Two full-time staff members: Mary H. Alexander, full-time director; Hortense Fitzgerald, program associate, who also assists with the development of courses and workshops. Assistance from support staff who also work for other projects within A.R.E.

Setting: A.R.E. occupies the ground level of a former school building across the street from a park. The Advisory has one large room and access to other rooms. The area is residential, two and one-half blocks from busy, commercial Wisconsin Avenue.

Participation: Individuals come to the center on a volunteer basis. K-12 teachers from public and private schools and graduate students in the metropolitan area attend. Teachers also attend staff development inservice days (release time) when the Advisory sponsors "open house."

Fees and Credit: Workshops cost $3–5 (some are free), plus cost of materials. Inservice credit costs $25 per semester hour. Trinity College graduate credit for recertification or salary increment costs $55 per semester hour. Our membership categories are as follows: Corporate $100, School/PTA $50. Individual (supporting) $25, Individual (active) $15. Membership entitles the bearer to 10% discount on courses and in the bookstore.

Affiliation: The Advisory is a project of Associates for Renewal in Education (A.R.E.), Incorporated, a non-profit organization.

Support: The director's salary is paid through the DC Public School System, by a special agreement made during the late 1960's; contracts and subcontracts are negotiated through the DC Public Schools, as well as other District and federal agencies. Fees generated from memberships, courses, workshops, and sales of materials provide additional financial support.

Decision Making: Board of directors of A.R.E., Inc.

Origin: The Advisory emerged from a project that functioned during the 1960's and early 1970's known as the "Innovation Team." This team supported school staffs in an identified area of the city through curriculum development, innovative programs and practices, and numerous other exciting educational experiences. When this project was phased out after five years of operation, the Advisory came into existence to continue responding to the needs and interests of individuals throughout the DC metropolitan area. The Advisory formally opened its doors in September 1971.

Information: Newsletter every two months; twice yearly course announcements; frequent fliers advertising specific workshops and courses.

HERNANDO COUNTY
TEACHER EDUCATION CENTER

919 US Highway 41 North
Brooksville, Florida 33512

(904) 796-6761, ext. 262

Director: Elaine Wood Beeler

Hours: Monday through Friday, 8–5; evenings and Saturdays by appointment. Open all year.

Program: The purposes of the center are to meet the training needs of all personnel, particularly teachers in the Hernando County school system, working collaboratively with the universities in our service area, and to provide a neutral and pleasant area for teachers to meet and discuss common concerns, problems, explore new ideas, work on projects.

Many workshops, activities, and events are held: reading (content area, analysis and diagnosis, corrective); media techniques; mainstreaming—academic areas as well as music, physical education for the teacher of exceptional students; handwriting—Palmer method; metrics; Piaget; OUNCE; Reality Therapy and other classroom management/discipline strategies; training for aides and for teachers working with aides; mini-society and other consumer/economic education programs; written composition: less paper grading for teachers, but more learning for kids; math analysis and diagnosis, and materials to correct the problems; teacher-made materials.

A clinical professor program provides individualized help to teachers and administrators on an as-requested, confidential basis. Our contract for these professors is with the University of South Florida.

Needs Assessment: In 1978–79, two forms were given to teachers at whole faculty meetings. The first form, to which teachers signed their names, asked teachers to choose among five areas in which they wanted to work and to specify resources/methods to meet the needs. The second form asked teachers to answer questions in three categories—to dream of what they would like in the way of assistance and to sign no names.

Evaluation: The evaluation instrument was developed three years ago, and lists about 30 general questions: "have you used the Teacher Education Center?" and so forth.

Resources: A small work area with several tables that can be used for workshops and other activities. A roll laminator (25"), typewriter, some media equipment and "junk" (recyclable and otherwise) for teachers to use in making materials for their classroom; small sink and counter for "wet" work; some kits and curriculum materials; professional journals; filmstrips and tapes on various topics and conferences.

Staff: Elaine Wood Beeler, full-time director; Rose Marie Mattingly, full-time secretary. Access to professors from the University of South Florida.

Setting: A small, portable classroom that has been divided into a secretary's office, director's office and a small workshop/professional library meeting area. Located in the small town of Brooksville in the center of Hernando County, 45 miles north of Tampa and 12 miles inland from the Gulf of Mexico.

Participation: K-12 teachers and non-instructional personnel for the whole county of Hernando participate on release time, volunteer time, and "work days" (when students are not at school). Ten schools (376 teachers) plus support personnel for a total of 670 personnel. We also service administrators, some parents, volunteers, Hernando Association of Retarded Citizens. We also coordinate the preservice intern program for the county.

Fees and Credit: No charges. The Master's and Educational Specialist graduate programs at the University of South Florida are coordinated through the TEC but the fees are paid by the students in the program. One point is awarded for each hour of approved TEC activities that personnel participate in. This can be applied toward certificate renewal.

Affiliation: Hernando County School District.

Support: USOE Teacher Centers Program; state support based on per pupil allocation to the county; some small grants. State monies also flow to the university to service our requests.

Decision Making: Policy board with a majority of teachers appointed by the local teacher association. Additional members are from county office administration, building principals, non-instructional employees, community, and college and junior college representatives. The board recommends staff to the superintendent, who recommends appointments to the school board. The board sets policy for staff to implement.

Origin: Part-time operation began in the spring of 1975 when Florida passed the TEC legislation and provided monies for support. The USOE grant enabled us to go full-time in 1978.

Information: Fliers, newsletter; brochure; slide show—"Teacher Centering: Hernando County Style."

SOUTHWEST FLORIDA TEACHER EDUCATION CENTER

2055 Central Avenue
Ft. Myers, Florida 33901

(813) 334-1102, ext. 260, 261, 262, 264

Director: Sharon Miller

Hours: Monday through Friday, 8–5. Open all year.

Program: Goals of the center are to provide a vehicle for cooperative efforts and pooling of resources among agencies involved in training educators; to establish alternative systems for self-analysis and improvement of performance among teachers; and to provide alternative routes for preservice teacher education, certification, and advanced degrees.

The basic assumption of this center's philosophy is that the quality of education for America's children, young people, and adults can be improved by carefully developed changes in the structure of education; that among these changes is the improvement of teacher education, broadly conceived. These changes in teacher education include a greater involvement of classroom teachers in planning for and conducting teacher education; inservice programs based upon the assessment of needs; fuller use of all resources in conducting teacher education; clinical preservice programs; closer cooperation between school personnel and higher education institutions in preservice and inservice programs.

SWFTEC schedules inservice credit courses such as classroom management, working with learning disabled in the regular classroom, professional burnout, and teaching lab sciences with limited facilities; organizes graduate programs in, for example, English education, guidance and counseling, exceptional student education, and an education specialist program in administration and supervision; and offers mini-courses on topics that include teaching reading as decoding, developing children's oral language, and organizing independent learning. SWFTEC also provides college professors as resources to schools and individuals, and informs participants of educational opportunities available.

Needs Assessment: The needs assessment is conducted by group process in each school in our five-county area. The process is conducted by center staff or teacher council members; faculty members identify individual, department/grade level, and total faculty needs.

Evaluation: Each activity is evaluated in terms of organization and preparation, consultant effectiveness, quality of personal involvement, relevancy to personal needs, application value, and overall rating on a standard computerized form. Center operation is evaluated formally by the state department of education as a part of an on-site visit every five years. Both formal and informal evaluations are carried out each year by the center council.

Staff: Sharon Miller, director; Marilyn Sweeney, resource coordinator; Jenny Jones and Cecilia Smith, secretaries. All are full-time.

Setting: SWFTEC offices are located in the Lee County School Services Building, Ft. Myers, Florida. All activities take place at school sites or in facilities rented for a specific session.

Participation: Educators from five counties (Charlotte, DeSoto, Glades, Hendry, and Lee) in southwest Florida participate in center activities.

Fees and Credit: Inservice activities are free to teachers. Inservice points to be used toward certificate renewal are awarded—one point per hour of participation.

Affiliation: The Southwest Florida Teacher Education Center is a consortium of Charlotte, DeSoto, Glades, Hendry, and Lee Counties; Florida Atlantic University, Florida International University, University of South Florida, and Edison Community College.

Support: The state allocates $5 per full-time equivalent student for staff development. Lee County school board provides office space, telephone, and electricity for the centers.

Decision Making: The 35-member teacher center council is made up of a majority of teachers. It includes district staff representatives, university and community college personnel, and a lay representative. The council has the responsibility for policy recommendations, setting goals and objectives, recommending budget and staff, and evaluating center activities.

Origin: SWFTEC was one of the ten original centers started following the 1973 Teacher Education Center legislation in Florida.

Information: *Growing Your Way,* brochure and videotape. Newsletter, *The Exchange,* every two months.

ALACHUA COUNTY SCHOOLS/
UNIVERSITY OF FLORIDA
TEACHER CENTER (CREATE)
School Board of Alachua County
1817 East University Avenue
Gainesville, Florida 32601

(904) 373-5192, ext. 530

Director: Faye Cake

Hours: Monday through Friday, 8 – 5.

Program: The purpose of the center is to collaborate with groups that have a stake in teacher education to improve inservice and preservice education. CREATE is a collaboration between the Alachua School Board, the University of Florida, and the Alachua County Education Association. CREATE supports the professional growth of individuals, small groups, faculties, and district groups. Most programs, such as "Reading Studio I — Diagnosis and Prescription," "Training Teacher Aides," "Early Childhood Workshop 3 — Self, Others, and Creativity," are planned by and take place at the school where an inservice need has been identified. Resource personnel from the University of Florida work with teachers to plan, implement, and evaluate inservice programs.

Needs Assessment: CREATE conducts needs surveys and organizes school-based courses taught by the University of Florida faculty, if at least 15 teachers request a course.

Evaluation: Each activity is evaluated with a preplanned strategy relating to the specific objectives of the training.

Staff: Faye Cake, full-time director; Elaine Allen, full-time secretary.

Setting: CREATE is a concept, not a place. A small office is located at the School Board of Alachua County Administration Center in Gainesville (approximately 60 miles northwest of Jacksonville, near Orange Lake and the Devil's Millhopper, a large sinkhole on scenic Route 232).

Participation: Teachers from Alachua County public schools participate on volunteer and release time. At least 50% of overall participation is voluntary.

Fees and Credit: Workshops generally are free. Fees for on-site courses taught by university faculty. Inservice points are earned for satisfactory participation in CREATE activities. Points can be used to extend Florida teaching certificates.

Affiliation: Alachua County School District and University of Florida, Gainesville.

Support: Alachua County School District provides space and utilities for the CREATE office. The state allocates $5 per public school student for inservice, and the University of Florida provides release time for university personnel to provide service to the field.

Decision Making: The CREATE Council recommends policies and procedures, goals and objectives, appropriate staff, and budget to the School Board of Alachua County. The Council is composed of ten teachers (appointed by the Education Association), three administrators, two university professors, and three lay members.

Origin: CREATE was developed in 1974 in compliance with the 1973 Florida Teacher Education Center Legislative Act.

Information: Monthly activity calendar; working policy for CREATE; Alachua County Master Plan for Inservice Education.

DADE-MONROE TEACHER EDUCATION CENTER

150 Northeast 19th Street
Miami, Florida 33132

(305) 350-3197, -3198, -3199, -3200

Director: Don R. Spivey

Hours: Monday through Friday, 8–4:30. Open all year.

Program: The purpose of the Dade-Monroe Teacher Education Center is to give teachers a greater voice in determining and meeting their own needs for inservice training in order to improve the instruction of students. The Teacher Education Center, in addition to being a vehicle for inservice education, will be involved in research and experimental projects and will develop innovative approaches to staff development.

The center provides the district's inservice program as well as workshops and seminars of varied lengths and styles—"hands-on" approach to learning; participant involvement; independent work; individualized learning. It provides participants the opportunity of recertification (mandatory every five years for teachers in Florida), through preapproved activities, and provides a centrally located curriculum materials resource center. In addition to being a vehicle for inservice, the center is to experiment with new approaches to staff development.

Needs Assessment: Questionnaires for both elementary and secondary-level teachers offer 57 areas for training, space for indicating teachers' requests, and space for teachers to describe their qualifications to be instructors.

Evaluation: Operational procedures of the Teacher Education Center are assessed in the following manner: (1) *First Year*—Administrative review shall be conducted by the Teacher Education Center Manager for submission to the Dade County Public Schools Superintendent or designee. (2) *Second Year*—A formative evaluation shall be conducted through the Department of Management and Education Audits of the Dade County Schools on a model to be developed with the Manager. (3) *Third Year*—An external summative evaluation shall be contracted through the Manager.

Resources: Plans to establish a media and materials resource center.

Staff: All staff are full-time. Don R. Spivey, Project Manager; Peter Simpson, Monroe County Facilitator and Staff Development Director; Lora Manning, South Central Area Facilitator; Richard Hargraves, South Area Facilitator; Frank Ranieri, North Area Facilitator; Lynda Lebowitz, a staff member dealing with research and presently involved in the development of parent-education programs dealing with preschool children; James Baggot, North Central Area Facilitator; Marilyn Finkelstein, handles public relations, newsletter, pamphlets; Naomi Friedman, secretary; Addie Skolnick, registrar;

Peggy Pianko, inservice records; Dorothy Schilling, secretary, and Lenore Rubinstein, placement of interns.

Setting: The current Dade-Monroe TEC offices are housed in a small building known as the Miramar Annex rented from the City of Miami. The present space is shared with community school offices. Plans are under way to house the TEC in a new Dade School Board complex.

Participation: The Dade-Monroe Teacher Education Center services elementary and secondary members of the United Teachers of Dade and United Teachers of Monroe bargaining unit who participate primarily on volunteer time. The Dade-Monroe TEC provides substitutes for classroom teachers to attend workshops, conferences, and other inservice activities when necessary. For instance, Spanish Total Experience Learning Laboratory (STELL) requires release time for two weeks for the language experience in the Little Havana community.

Fees and Credit: Classroom teachers in Dade and Monroe do not pay for inservice courses. Master Plan Points leading to recertification are available for center activities.

Affiliation: Dade-Monroe Teacher Education Center services two counties, Dade (286 schools) and Monroe (14 schools). TEC operates in a collaborative manner with eight universities around the state for consultant services.

Support: The Dade County School Board supports the Teacher Education Center from funds allocated by Florida Statutes 231.606 (2) (c); 231.609; 236.081 (4); 236.0811; and 237.34 (3) (b).

Decision Making: The D-MTEC Council is composed of eleven classroom teachers, six administrators, three community representatives, and one representative from the state university system. Of the eleven teachers, nine are recommended by United Teachers of Dade, one is recommended by the private sector, and one is recommended by United Teachers of Monroe. Appointments are made by the school boards. The D-MTEC Council meets on the third Tuesday of each month to recommend policies and procedures, goals and objectives, employment of staff, to review and approve needs assessments, to recommend inservice programs and budget, to approve evaluation procedures, and to assure that adequate communication exists between D-MTEC and teachers.

Origin: Florida's Teacher Education Center Act of 1973 (F.S. 231.600 et seq.) was enacted to encourage consortium-centered teacher education programs which are planned, implemented, and evaluated by classroom teachers, administrators, institutions of higher learning and community representatives. The Legislature recognized that "if any change is desired in the nature or quality of the educational programs of the schools it will come about only if teachers play a major role in the change. Teachers can best assist with improving education when they directly and personally participate in identifying needed changes and in designing, developing, implementing, and evaluating solutions to meet the identified needs" (F.S. 231.601) (2)).

Information: Newsletter, "The Informer."

ATLANTA AREA
CENTER FOR TEACHERS

c/o Mercer University in Atlanta
3000 Flowers Road South, NE
Atlanta, Georgia 30341

(404) 455-9108

Director: Howard H. Knopf

Hours: Monday through Thursday, 3–8; Saturday, 10–2. Usually closed one month during the summer.

Program: AACT's purposes are to provide comprehensive services to teachers in 13 systems representing a diverse economic and geographic population, as well as to combine local and federal resources to promote teacher improvement from within the teacher ranks. Primary goals include facilitating communications among teachers of all metropolitan Atlanta schools, and extending and enriching existing professional competencies. AACT—with three sites and a mobile van—offers programs both during and after school. Saturday workshops cover topics such as metric math, language arts reinforcement activities, coping with stress, and classroom management. Often workshops are custom designed for particular groups. Center staff are available for school-site workshops on such topics as meeting the needs of each child. Mini-awards are available to teachers to develop projects for their own particular needs. The center is also open on a drop-in basis for materials production, consultation, and research.

Needs Assessment: Both formal and informal needs assessments are conducted by the AACT policy board and staff. The formal assessment sheet covers a list of topics (career education, metric math, values clarification), with provision for workshops, credit courses, or availability of materials at the center.

Evaluation: Evaluations are conducted after each center function. Each full-time staff member is evaluated using a process set forth by our fiscal agent (Metropolitan Cooperative Educational Service Agency).

Resources: Resource library, resource bank (with teacher-donated ideas), recycling bins (with free materials), primary typewriters, bookbinding machines, badge-making machines, opaque projectors, duplicating machines, active-learning curriculum displays and supplies, "teacher supply" materials.

Staff: Full-time: Howard H. Knopf, director; Marlene A. Lindeman, secretary; Rhoda Bussell, coordinator, AACT I; Les Stanford, coordinator, AACT II; Marian Gamble, coordinator, AACT III. Part-time: Evelyn Pesiri and Pamela Thornton, auxiliaries, AACT I; Dayna Jones, auxiliary, AACT II; Katie Pasch, auxiliary AACT III; Steven Mooney, recycling agent.

Setting: AACT I—Basement of the Administration Building of Mercer University in Atlanta (northeast corner of metro-Atlanta). Close to I-85 and I-285. AACT II—Auditorium of old school building, now being used as a regional educational service agency (northwest corner of Atlanta). Close to I-285 and I-75.

AACT III—Large classroom in an elementary school in Forest Park (southwestern suburb of metro-Atlanta). Close to I-285.

Participation: K-12 metro-Atlanta public and private school teachers, students, and administrators participate on volunteer time. University students from eight participating institutions. Substitute teachers, preschool teachers, parents, and community members pay a yearly membership fee. Through federal grant monies, AACT pays release time for classroom teachers directly to the school districts. At other times, districts pay release time monies. Release time monies have been used for workshops, attendance at regional and national conferences, and policy board functions.

Fees and Credit: Membership fees for teachers and other persons who are not in our 13 school districts or eight universities. Small charge for "teacher-supply" materials, laminating, badge-making equipment. Courses have been developed for staff development credit, as well as university credit.

Affiliation: Consortium of 13 school districts (Atlanta, Buford, Clayton, Cobb, Decatur, DeKalb, Douglas, Fulton, Georgia Association of Independent Schools, Gwinnett, Marietta, Newton, Rockdale) and eight universities (Atlanta, Emory, Georgia Institute of Technology, Georgia State, Mercer, Oglethorpe, University of Georgia, and West Georgia College).

Support: USOE Teacher Centers Program.

Decision Making: AACT policy board (consisting of two teachers from each school system and representatives of administration and higher education).

Origin: In 1974, the Executive Committee of AATES (a consortium of eight universities and 11 school systems in metropolitan Atlanta) established a committee of teachers to study the feasibility of creating a teacher center. During the summer, a committee of five teachers from the various school systems reviewed the literature on teacher centers and visited established sites in Boston, Greenwich (Connecticut), New Haven, New Orleans, St. Louis, and Washington, DC. In August 1974, this original committee reported its findings to the AATES Executive Committee and recommended that a teacher center be established. The basic philosophy of the teacher center was that it become a place where teachers' individual needs be met, whether their needs be professional growth, personal development, sharing of ideas, or experimenting with materials. AATES expanded the teacher committee to include representation from all 11 school districts and asked that the center plans be developed further to include: professional personnel required, a prospective location, and a plan for governance of the center program. A center director was selected in the fall of 1975, and the first AACT opened in January 1976 with financial support from AATES. The center received a grant from the USOE Teacher Centers Program in September 1978.

Information: "AACTion News." Two slide/tape presentations: "The Teacher Creature Show" and "The Teacher Creature Mystery Feature."

TEACHER RESOURCE CENTER

502 Curling Drive
Boise, Idaho 83702

(208) 336-1370, ext. 275

Director: Grant Simonds

Hours: Monday through Friday, 8–5:30, and on request.

Program: The purpose of the Teacher Resource Center is to undertake professional development work with Boise teachers through self-improvement programs organized and run by educators. Programs provide inservice training, a sampling of educational materials and programs, and support of educational progress.

Teachers, potential teachers, administrators, children, and community members can meet at the Teacher Resource Center to reflect, exchange ideas, and learn from one another. Workshops and courses are offered on topics such as consultation skills for talent bank consultants and design and construction of teacher-made math classroom equipment. When an individual, group of teachers, principal, or the supervisory staff requests assistance, center staff organize a program in specific teaching skills or recommend appropriate resources. The center has organized a talent bank of teachers in the district and, through an inservice network, matches people with a need with resources and people to meet that need.

Needs Assessment: Building representatives conduct periodic formal and informal needs assessments. Personal interviews of a random sample of elementary and secondary teachers were conducted by teachers and administrators in spring 1978.

Evaluation: We use both informal and formal evaluations for TRC-sponsored workshops and mini-courses.

Resources: Resource library with more than 6300 items including books, audiovisual kits, audiovisual equipment, magazines, posters; industrial-size laminator; large and small workshop/meeting spaces; woodworking shop and tools; Serendipity Volunteer Center (recycle center).

Staff: Grant Simonds, facilitator; Bettie Perkins, library media clerk; Linda Glass, secretary/program assistant; Carl Kellogg, part-time shop foreman; two CETA employees three hours daily.

Setting: The center occupies 5500 square feet in the top portion of the "Bomb Shelter," an earth-covered structure on the north edge of the city in the foothills. Boise, in southwest Idaho, is the state capital.

Participation: K-12 teachers and administrators from public and parochial schools in Boise use the center. The recycling component is considered a community resource and is used by educators, Girl Scouts, and other community groups. Release time is provided for talent bank resource consultants if they and the requester decide to work during the school day.

Fees and Credit: Free. Some workshops are offered with college credit on a reduced fee for credit basis.

Affiliation and Support: Boise Independent School District.

Decision Making: The TRC policy board consists of four elementary teachers, two junior high teachers, two senior high teachers, one special education teacher, and two administrators who serve ex officio. The board interviews potential TRC facilitators and recommends to central administration the names of the two finalists. The facilitator is responsible for hiring staff.

Origin: TRC resulted from a grassroots movement spearheaded by two elementary teachers, Beth Chadbourne and Harriet Brandt. During school year 1971–72, teacher resistance to change planned by the district erupted in a serious crisis. To help administrators and teachers work together to bring about needed change, Chadbourne and Brandt, along with a small group of teachers and administrators, initiated the Teacher Resource Center in 1971–72.

Information: Periodic newsletters to teaching staffs; nine-minute slide/recycling presentation.

SOUTHEAST IDAHO
TEACHER CENTER CONSORTIUM

1300 Kimberly Road
Twin Falls, Idaho 83301

(208) 734-6911

Director: Bedford D. Boston

Hours: Monday through Friday, 8:30–5. Open all year.

Program: The SITCC aims to provide the educators of southeast Idaho the professional development activities they want and need in relation to the present instructional needs of their students. The center is an inservice/professional development training brokerage serving 69 school systems (public, parochial, and private) in southeast Idaho—a service territory of over 54,600 square miles. The service territory is divided into three regions. Each region is managed by a half-time center field agent. The center's main office coordinates the regional operations.

All staff development activities (college courses, workshops, self-study, counseling) are offered to center clientele as close as possible to their site of employment. Workshops are held on topics ranging from Greek mythology, to school climate improvement. The extreme size of the service territory prohibits a drop-in type operation in which clientele come to the center. Programs are a result of needs assessment, follow-up, and unsolicited requests from the field.

The center has relied almost exclusively upon an agricultural extension agent type operation. Face-to-face personal contacts made by field agents have gone a long way toward creating an accepting environment for center activities in a conservative and cautious educational community.

The center can provide almost any type of inservice activity requested through its brokerage operation. The only constraints are availability of presenters/instructors and limited funds. All center instructors donate their services, but there are the costs of travel and release time (should a substitute be needed). When the center has limited funds to handle these costs, the school systems involved in the activities are asked to pick up whatever they can of the cost; that is the consortium aspect of the teacher center.

Needs Assessment: No surveys are used. All assessments are conducted at the building level and are face-to-face, small group processes. The assessments are conducted in each building by volunteer center liaison teachers that have been trained in the process by their center field agent.

Evaluation: Our formal evaluation is conducted by an external agency and is a sampling of interviews. Our semi-formal process is an activity evaluation form and a staff evaluation form. All activities are evaluated, and a random sample of clientele are sent forms evaluating the center's staff on the basis of service provided, working relationships, and clarity of communication.

Resources: No space or materials of our own, but we can broker them upon request.

Staff: Full-time staff: Bedford D. Boston, director; Julia M. Driscoll, administrative assistant; Katherine Bertrand, clerk-typist, bookkeeper (CETA). Karen Fraley, Rae Everitt, and Jeanne Rose, half-time field agents; Chris Dickhard and Michele Giles, quarter-time assistants to field agents.

Setting: The main office is located in the College of Southern Idaho Vo-Tech building in Twin Falls. The regional offices are in the field agent's homes. Activities are conducted on-site.

Participation: The majority of our clientele are K-12 public school teachers who participate on volunteer time. K-12 parochial school teachers hold second place, followed by school administrators and parents. Funds are budgeted to pay for substitutes for teachers who run inservice activities for us; funds for substitutes for policy board teachers when meetings are held on school time.

Fees and Credit: Inservice credit for some activities. We have funds to offer several graduate credit courses at a greatly reduced cost to our clientele ($10–15 for a three-credit course). We charge nothing for our other activities at this point.

Affiliation: Cassia County School District #151.

Support: Our operational funds all come from the USOE Teacher Centers Program. The College of Southern Idaho gives us rent- and utility-free space plus furniture and some equipment. The Idaho Education Association delivers our newsletters to teachers. The school district often provides support for some portion of inservice activities.

Decision Making: The center has a formal policy board of 21 members: 11 teachers, three trustees, three community members, three representatives from higher education, and one superintendent. The policy board employs the director, who hires the staff. Operational decisions are left to the director. Policy and philosophical decisions are made by the board. All decision making is open and collegial when time allows.

Origin: The possibility of a teacher center for southeast Idaho was first foreseen by Dr. Herbert Smith, then the director of the Eleventh Cycle Teacher Corps Project at Idaho State University. Dr. Smith approached the dean of the Idaho State University College of Education, Richard Wiley, and Drs. Smith and Wiley then solicited input from the following: Idaho Education Association Instruction and Professional Development Council, Idaho Administrators' Association, Idaho State University, Idaho State Professional Standards Commission, and Idaho State Department of Education. By October 1977, a policy board was formed to direct the development of the center and to write a proposal for federal funding under the Teacher Centers Program. In September 1978, USOE awarded a $97,611 grant.

Information: The SITCC newsletter is published every other month. Described in Fielding, Glen D., and Hersh, Richard H. *Discovering Teachers' Centers: The Northwest Passage*. Eugene, Oregon: BEST Center, 1979.

ARLINGTON HEIGHTS TEACHER CENTER

Ridge School
800 North Fernandez
Arlington Heights, Illinois 60004

(312) 398-4287

Director: H. James Montgomery, director of instruction

Hours: Monday through Friday, 8–5. Center open for some programs during the summer.

Program: The purposes of the center are to improve the quality of education by facilitating continuous growth and development of each individual's teaching potential, and to create in participants opportunities for developing knowledge, skills, and attitudes to increase their teaching effectiveness.

The teacher center is the staff development program for Arlington Heights School District 25. The teacher center for us is a concept of a community of learners with activities taking place everywhere in the district. These include: (1) Workshops scheduled during the regular school day. Topics include subject area sessions in language arts, math, reading, science, social studies, art, music; and general education sessions on motivation, gifted education, special education, classroom management, record keeping, and classroom learning stations. (2) Individual and small-group consultation on curriculum development, application/adaptation of new instructional techniques, or other interest areas. (3) Building-level consultation on program articulation, leadership training, and team building. (4) Extension courses from Illinois State University and the University of Illinois offered on topics requested by teacher participants.

Needs Assessment: Informal needs assessment is ongoing in two major ways: (1) The teacher center advisory council, the main liaison with school staffs, meets monthly for input and feedback. (2) The teacher center staff are in frequent contact with individual teachers in their buildings and/or classrooms.

Evaluation: Workshop evaluation sheets (e.g., "I like. . . I don't like. . . Suggestions for next time. . . I want to know more about. . ." and "Please check one: ___masterpiece ___paint by number ___doodle").

Resources: Resources include a conference room where most sessions are held; a library which houses both a professional library for checkout and a curriculum library of sample materials for reference; and a workshop room containing a variety of make-and-take materials and production machines.

Staff: Full-time staff: Jim Montgomery, director of instruction; Mickey Bass, mathematics coordinator; Frank Dzikonski, science consultant; Laurie Klose, elementary gifted coordinator; Ann Lund, ISU Teacher Education Center; Emily Myers, reading consultant; Carol Parish, elementary gifted coordinator; Barbara Sirotin, language arts coordinator; Norm Soderstrom, junior high gifted coordinator; Jim Voris, junior high gifted coordinator.

Part-time staff: Elaine Kasper, librarian/clerical assistant; Margaret Sedlak, resource aide.

Setting: The teacher center occupies three converted classrooms in one of our elementary buildings in the center of the district. Arlington Heights, a public elementary school district of approximately 5500 students, is located 25 miles northwest of Chicago.

Participation: Teachers (K-8) from Arlington Heights School District 25 (15 schools) participate on volunteer time and release time provided by the district. An average of ten workshops per month are held during regular school hours. The center is also used by inter-district discussion groups and occasionally by administrators and parents.

Fees and Credit: None, except for extension courses offered through Illinois State University (Normal) and the University of Illinois (Champaign-Urbana).

Affiliation and Support: Arlington Heights School District 25.

Decision Making: Staff make decisions, assisted by an advisory council. The advisory council is made up of 25 teacher leaders from elementary schools, and another group of 25 department chairpersons from junior high schools. The two groups meet separately, and members act as liaisons to building staffs.

Origin: The District 25 teacher center grew from an interest in open education and the British Infant School under an Educational Professional Development Project (USOE) in cooperation with the University of Illinois and Olive School in Arlington Heights. Since 1973 it has been funded and supported by our board of education. The center has been located in three district schools, moving each time to expand operations. In 1975, the project moved to Wilson School and the district curriculum and instruction coordinators assumed responsibility for center activities. In 1977, the center moved to the present location at Ridge School.

Information: Monthly newsletter.

CHICAGO TEACHERS' CENTER

University Address:
Northeastern Illinois University
5500 North St. Louis Street
Chicago, Illinois 60625

3901 North Ridgeway
Chicago, Illinois 60618

(312) 478-2506

Director: Jerry B. Olson

Hours: Monday, Tuesday, and Thursday, 12–6; Wednesday, 12–9; Saturday, 10–3.

Program: The purpose of the Chicago Teachers' Center is to create professional development programs defined and led by teachers with the support and cooperation of university faculty and school administrators.

At the center teachers meet individually with the staff to share ideas, discuss instructional problems, or construct materials. After-school workshops and seminars for groups of teachers are based on formal and informal assessments of teachers' needs. Continuing relationships are established through a series of workshops on common curricular themes. By spacing these sessions, teachers have the opportunity to practice new approaches in their classrooms, integrate everyday problems with research and theory, and obtain feedback from colleagues and staff at the center.

The outreach aspect of the program includes a variety of components: planning meetings with teachers and principals at schools in our target area; inservice workshops; follow-up activities; and a cooperatively designed professional development program for one school. When possible, teacher support groups are organized as part of these activities, and an ongoing exchange of ideas is initiated among teachers and center staff.

Needs Assessment: A variety of needs assessment techniques are used: a short check-off form for small-group meetings, documentation of individual and group planning sessions, and a questionnaire administered yearly to a random sample of teachers in the center's target area.

Evaluation: Immediately after all workshops, seminars, and inservice programs, participants and leaders fill in questionnaires evaluating the program. Several months later a follow-up questionnaire measuring program impact is sent to a random sample of participants. An external evaluator visits the center regularly to interview staff, examine evaluation data, and observe center operations in order to prepare supplemental, semi-annual and annual reports evaluating the Chicago Teachers' Center program.

Resources: Curriculum library including a collection on Piaget, commercial kits, curriculum file, and idea books; xerox machine, laminator, ditto, thermofax, computer terminal, and equipment for cardboard carpentry; work area with recycle materials, paper cutters, sample classroom games, and supplies to construct curriculum materials.

Staff: Jerry B. Olson, director; Inez Wilson, associate director and center coordinator; Carolyn Mandel, resource teacher; Christine Wedam, resource teacher; Eleanor Soukup, secretary; part-time advisors; cooperating faculty and student interns from Northeastern Illinois University.

Setting: Located on the fourth floor of Alvernia High School, a Catholic girls' school on the northwest side of Chicago, the center consists of approximately 5000 square feet of open floor space divided into lounge, reception, library, seminar, recycle, and work areas. Three adjoining rooms provide space for a staff room, offices, and storage.

Participation: The center primarily serves elementary and secondary teachers in public and private schools in Districts 1, 4, 5, 6, and 25 of the Chicago school system. Undergraduate and graduate students at Northeastern Illinois University also use the center. Teachers in the Chicago public schools are mandated to attend five afternoon inservice sessions throughout the year. Center staff work with teachers and principals to plan workshops for these afternoons.

Fees and Credit: All workshops and seminars are free. Graduate credit for lane placement is offered through Northeastern Illinois University.

Affiliation: Northeastern Illinois University.

Support: Primary funding comes from USOE Teacher Centers Program grant. Northeastern Illinois University makes some in-kind contributions to the center.

Decision Making: The 25-member policy board includes nine public school teachers appointed by the Chicago Teachers Union; four private school teachers appointed by the Catholic Archdiocesan Teachers Organization; one member from the Chicago Catholic School Board; five members from Northeastern Illinois University; and one member from North Park College. The policy board sets overall policy for the center, hires and supervises staff, and has final authority over the budget.

Origin: The policy board initiated the program in March 1978 by submitting a grant proposal to the USOE. The center opened in November 1978.

Information: Newsletter distributed to target-area teachers three times a year; fliers; bulletins; and a slide/tape presentation.

EDUCATION RESOURCE CENTER

735 West Sheridan, 2nd Floor
Chicago, Illinois 60613

(312) 935-1151

Director: Suzanne Ross

Hours: Tuesday through Thursday, 10–8; Saturday, 10–1. Open all year.

Program: The philosophy of the center is not merely to dispense services and keep its doors open so that people may flow in and out, but rather to serve as a common meeting ground where persons from the community can come together to explore their commonalities and learn from one another's differences. ERC serves as a catalyst for the change which occurs when interpersonal exchanges grow into partnerships. ERC strongly promotes the tenet that education is an ongoing aspect of all our lives. Everyone is a learner and a teacher. Learning is not bound by particular hours, nor by physical structures, but can take place anywhere, at any time, in anybody.

ERC offers single-session workshops and courses on educational theory and approaches; recycle workshops; multi-session courses run by artists or craftspeople in, for example, bookbinding, calligraphy, and goldleafing; adult/child interaction workshops such as making musical instruments or creating miniature environments; police/community workshops that offer local youngsters and volunteer police officers the opportunity to get to know each other; and educational birthday parties. When invited, center staff hold workshops and inservice activities in schools. Center staff and volunteers also bring various workshop activities to neighborhood street and art fairs, local libraries, cultural centers, shopping centers, and conferences throughout metropolitan Chicago.

Advisory services include consultation at the center, follow-up classroom advisory after workshops, and collaborative work with public and nonpublic school advisors in the area.

Evaluation: Individual workshops are evaluated through a feedback sheet ("ERC Evaluation Form"). Center use (whether at our location or elsewhere) is measured through statistical documentation and compilation using sign-in sheets.

Resources: Active-learning, hands-on curriculum displays and supplies are made available to center users. Materials are defined by curriculum areas: math, social studies, arts and crafts, language arts, sciences, early childhood education, special education. Additional resources include resource library and file of community resources (institutions, people, materials), recycle materials, wood and triwall tools, laminating machines, thermofax, ditto, art supplies, posterboard, paper cutter, sale materials, and books. Work space includes general work area, as well as two smaller rooms.

Staff: Full-time staff. Sue Ross, executive director; Karen-Jo Walsh, curriculum coordinator/graphic arts; Ellen A. Render, recycle coordinator/fine arts; Delbert Dietz, recycle facilitator; two support staff; Sherri Cagle, curriculum developer/VISTA volunteer. Part-time senior citizen staff: Margaret Stephens, promotion/finance manager; Ruth Shriman, resource materials networker; Ann Kohout, membership coordinator; Thomas Muench, custodian.

Setting: Second-story refurbished office space in Lakeview district of Chicago's Northside.

Participation: Teachers from the public, private, alternative, parochial, afterschool, and day care settings from throughout metropolitan Chicago, with a special emphasis on the Northside. Parents, artists, students, university professors, and the community-at-large also attend. Participation is on both volunteer and release time.

Fees and Credit: Optional membership fee entitles members to 20% discount on workshops and recycle bags, newsletters and other mailings, and library privileges. Yearly membership fees: full-time students and seniors—$5; individuals—$10; families—$15; and groups (schools or other institutions and organizations)—$100. Individual lifetime membership—$100. Workshop fees range from $1.50 to $5. Undergraduate and graduate credit available through Northeastern Illinois University.

Affiliation: Independent, non-profit organization.

Support: Private foundations and corporations such as Sulzer Family Fund, Continental Bank Foundation, Woods Charitable Fund, Bell Telephone Company, Commonwealth Edison, Hugh M. Hefner Foundation, Oppenheimer Family Foundation. Public sector sources such as CETA; Mayor's Office of Senior Citizens; Illinois Arts Council; Chicago Council on Fine Arts. In-kind service contributors such as Arthur Anderson and Company, Rosenthal and Schanfield, Playboy Foundation, Riddell Manufacturing. Recycle contributors—local businesses, industries, hospitals, and individuals. Income from recycle sales, resale materials, membership fees, contracts, workshops, laminating services, and community contributions. Volunteers—"Friends of the Center."

Decision Making: Board of directors of 30, representing public and non-public teachers, administrators, community organizations, and individuals. Staff makes programming decisions in collaboration with board (through full board, education advisory committee, and executive commitee). Key staff are hired through a search committee.

Origin: An active community and parent group in Lakeview recognized the need for a local center and founded ERC in November 1975. The center was started with a student intern (Dianne Sautter) who was trained to become ERC's first director through a Ford Foundation grant awarded to the Teacher Curriculum Work Center on the Southside of Chicago.

Information: General promotional material; newsletters six times per year; fliers; 5th Anniversary Book; cassette tape of WNIB half-hour program entitled "The Cop Shop."

PROFESSIONAL DEVELOPMENT AND RESOURCE CENTER—NORTH

2107 North Magnolia Street
Chicago, Illinois 60614

(312) 549-3810

Director: Al Sterling

Hours: Monday, Wednesday, Thursday, Friday, 8–4:30; Tuesday, 8–6; first Saturday of each month, 9–3.

Program: The major purpose of the Professional Development and Resource Center is to serve as an ongoing professional development facility where teachers engage in varied educational experiences that will be reflected in their classroom activities.

"The Professional Development and Resource Center-North is only limited by your imagination." The center is responsive to all service requests by members of the school community, and facilitates inservice for large or small groups of participants in all content areas. Activities include exhibitions of materials, make-and-take workshops, audiovisual seminars, and mini-courses in math, science, and other content areas. A half-day inservice program is offered to acquaint teachers with the center, and they are also welcome to drop by.

Needs Assessment: Conversations with visitors; feedback form.

Evaluation: Conversations; observations; workshop evaluation form.

Resources: Professional library; audiovisual studio with three portable videos, films, filmstrips, cassettes; curriculum samples; duplicating equipment, laminators, drymount press; worktables and areas, coffee. Access to all resources of the Chicago Public Schools.

Staff: Al Sterling, coordinator; Susan Nowiszewski, secretary; Jim Poulsom, audiovisual producer; and three CETA aides (library, mimeo, and generalist who gives all types of assistance).

Setting: A 105-year-old school building with 12 classrooms oriented to subject areas and provisioned by volunteer subject area committees; a large basement; and a parking lot. Located on Chicago's "Near Northside" in the vicinity of DePaul University.

Participation: All members of the school community, including preschool through secondary teachers, administrators, parents, students; community organizations, social workers, and individuals. Teachers participate on volunteer time and release time for workshops. Release time is determined by principals or mandated by the central office. Substitutes are provided in some instances.

Fees and Credit:	Free (except for lamination fee). Some materials fees are charged for workshops. Board of education salary increment workshops offered frequently.
Affiliation and Support:	Bureau of Staff Development, Chicago Public Schools.
Decision Making:	Administrators in the Chicago Public Schools and an advisory board composed of teachers, administrators, parents, and community members.
Origin:	As a result of ideas submitted by curriculum coordinators, the center opened in December 1974 as part of the Chicago Public Schools.
Information:	Brochure.

TEACHER CURRICULUM WORK CENTER

1400 East 53rd Street
Chicago, Illinois 60615

(312) 955-1329

Contact: Arsenia Sullivan

Hours: Monday and Thursday, 3–6; Tuesday and Wednesday, 3–9; Saturday, 10–4. Open during summer.

Program: "Teachers who make their own materials do not have to be dependent on expensive equipment or limited school funds. They can create materials to their own specifications. Making something can increase the teacher's understanding and satisfaction, and demonstrates the possibilities and value of having children make and use such materials in the classroom."

The purposes of the center are to provide an educational resource for the area; to provide a facility for creating learning activities for children; to support teachers and parents in their efforts to improve the learning environment for children; to work with other institutions of similar aims.

The center is open for making learning materials on a drop-in basis. Parent education workshops are held at libraries and at the center for parents of ESEA, Title I-funded child-parent centers. The center administrator is also responsible for assessing parental attitudes concerning Chicago Board of Education's desegregation program, "Access to Excellence," funded by ESAA Title VII. Title I reading and math lab teachers occasionally use the center during school time under the guidance of their Title I coordinators. Parents from child-parent centers visit during the day with their resource teachers.

Resources: Library area and active-learning curriculum display and supplies; drop-in room with raw materials and equipment to make curriculum aids; carpentry room with wood and cardboard carpentry tools and materials; "reflection room" for quiet individual study; large workshop area/meeting room; large experiential learning room; duplicating and laminating machines; small educational bookstore.

Staff: Arsenia ("Silky") Sullivan, center administrator, who is also the site coordinator for the ESAA Title VII grant.

Setting: A set of several large and small rooms in a neighborhood YMCA near the University of Chicago in the Hyde Park section.

Participation: Preschool and elementary teachers in public, alternative, and parochial schools, mainly on Southside, come on their own initiative on volunteer time. Also preservice students. The center is planning more of its programming for parents of young children.

Fees and Credit: Yearly membership $25; $1.50 user's fee if not a member; institutional memberships also available. Individual and institutional memberships entitle bearers to discounts on materials and workshops. Workshops generally $2 for members, $4 for non-members. Associate member of the Chicago Consortium of Colleges, and thereby enabled to give courses for credit.

Affiliation: Independent, non-profit organization.

Support: Individual and institutional membership fees; program fees; Chicago Community Trust; ESAA Title VII through the Alternative Schools Network, of which TCWC is a member.

Decision Making: Board of directors made up primarily of teachers, but also administrators from public and private schools and various social agencies. The board makes policy and programming decisions and hires and supervises staff.

Origin: In fall 1970, five Chicago area teachers involved in informal education began meeting to make curriculum materials and to talk about problems of "opening up" schools. In February 1971, after a year of volunteer work, the group was given space in a school basement and seed money to start the center. Joan Bradbury, one of the five teachers, became the first director.

Information: Calendar/newsletter; brochure. Slide show and script about the center.

"Commonality and Diversity in Four Teachers' Centers—Conversation at Chautauqua." Occasional Paper No. 3. San Francisco: Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, July 1978. Conversation with David Messerschmidt, former board member at TCWC.

Feiman, Sharon. *Teacher Curriculum Work Center: A Descriptive Study.* Grand Forks: North Dakota Study Group on Evaluation, 1975. Order from Vito Perrone, dean, Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58201, $2.

MacLaren, Hannah. "The Teacher Curriculum Work Center, Chicago: A Case Study." *Educational Leadership* 33, no. 6 (March 1976): 444–446.

TEACHERS' CENTER PROJECT

Box 122
Southern Illinois University
Edwardsville, Illinois 62026

(618) 692-2118; 692-3086

River Bluffs Teachers' Center
Children's House, Eden Church
903 Second Street
Edwardsville, Illinois 62025

Belleville Area Teachers' Center
25 South 9th Street
Belleville, Illinois 62221

East St. Louis Area Teachers' Center
Park School, 554 North 27th Street
East St. Louis, Illinois 62205

Director: Thomas C. O'Brien

Hours: River Bluffs: Tuesday, 4:30–7. Belleville: Wednesday, 4:30–7. East St. Louis: Thursday, 4–7. Closed during summer except for residential course.

Program: The project currently sponsors three centers. "Rather than offering occasional workshops or the customary inservice type of teacher training, the centers provide for ongoing, collaborative interchange and research by teachers." At all centers, teachers meet one afternoon each week in 12-week sessions. They conduct "informal, organic, grassroots, continuing, collaborative work sessions by teachers working under the general umbrella of Piagetian research. . . . It is hoped that educators involved in the teachers' centers will construct a philosophical framework within which to work both intellectually and professionally."

Emphasis is placed on intellectual development, chiefly in mathematics but also in science and language.

The project sponsors a dozen guest seminars each year, short courses, and visits by scholars, and organizes a summer residential course in mathematics education, cognitive psychology, or other educational issues.

Evaluation: One of several centers written up in David P. Butts, "A Report on NSF-Supported Teacher Centers," Department of Science Education, University of Georgia, Athens, Georgia 30602, 1978.

Resources: Library of books, journals, videotapes, and films; mathematical equipment.

Staff: Tom O'Brien, full-time director; Shirley Casey, leader at Belleville Center. Center participants hold activities informally on a volunteer basis.

Setting: River Bluffs group meets in a classroom in a school in Edwardsville. Belleville has its own one-room facility. The East St. Louis Center is housed in a public school classroom. All three locations are in the St. Louis metropolitan area, about 20 miles from each other.

Participation: Greater St. Louis area teachers, ranging from preschool through university faculty.

Fees and Credit: Free. Graduate credit optional through Southern Illinois University.

Affiliation and Support: School of Education, Southern Illinois University at Edwardsville.

Decision Making: Staff and participants.

Origin: The project began in 1972 as an outcome of an SIU course. It grew from an informal get-together of teachers, interested in improving what they were doing in their classrooms, into three groups, occasional seminars, and short courses.

Information: O'Brien, T.C. "Diary of a Teachers' Center." Teachers' Center Project Edwardsville: Southern Illinois University, 1974, 50¢. A different version of this paper, "Diary of a Teachers' Centre," appeared in the British quarterly, *Mathematics Teaching*, no. 72, September 1975, pp. 42–45.

O'Brien, T.C. "The Teachers' Center Project." Teachers' Center Project. Edwardsville: Southern Illinois University, 1976, 50¢.

O'Brien, T.C. "Pig Iron, Education, and Teachers' Centers." In *Essays on Teachers' Centers*, Kathleen Devaney, ed., pp. 37–47. San Francisco: Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, 1977.

O'Brien, T.C. "What's Basic—A Constructivist View," Teachers' Center Project. Edwardsville: Southern Illinois University, 1980, 50¢.

O'Brien, T.C., ed. *SEEDBED, A Journal by Teachers for Teachers.* Edwardsville: Teachers' Center Project, Southern Illinois University, 1979, $1.

The project has an extensive videotaping and publications program. A list of publications is available on request.

TEACHER REACHER

Ridge School
650 Ridge Avenue
Elk Grove Village, Illinois 60007

(312) 593-4361

Director:	Peg McGuff
Hours:	Tuesday and Wednesday, 3:30 – 5:30.
Program:	The center makes available classroom ideas, professional resource materials, and materials to make learning aids; provides a place where teachers can come to share concerns and receive support; and provides inservice workshops and drop-in counseling.
Needs Assessment:	Needs assessment is handled by district curriculum coordinators.
Evaluation:	Sign-in book and response to workshops are used as evaluation.
Resources:	Learning centers on display; teacher-made games; professional magazines and journals; curriculum materials for reading, math, language arts, and science; resource library. District supplementary materials; films, strips, cassettes from district media program.
Staff:	Peg McGuff, director.
Setting:	The center is housed in a classroom in a K-5 school in Elk Grove Village, a northwest suburb of Chicago.
Participation:	Most participants are K-5 teachers who attend on their own time. Some junior high teachers also participate and administrators attend meetings at the center.
Fees and Credit:	None.
Affiliation and Support:	Northwest Suburban School District.
Decision Making:	Teacher Reacher is governed by a formal policy board representative of administrators and teachers. The board interviewed and hired the director. The director makes decisions, keeping the board informed.
Origin:	Teacher Reacher grew from the interest of teachers. A policy board was formed, the teacher center concept was investigated, and centers in the area were visited. The center opened in 1976.

MAINE TOWNSHIP TEACHER LEARNING CENTER

8257 Harrison Street
Niles, Illinois 60648

(312) 967-6777

Director: Barbara Tafelski

Hours: Tuesday and Friday, 10–6; Wednesday, 2–9; Thursday, 10–9; Saturday, 10–4.

Program: The goal of the center is to provide superior education for children by providing a relaxing atmosphere in which teachers can pursue professional growth through graduate courses, workshops, or construction of learning tools.

After school, Wednesday and Thursday evenings, and Saturdays, workshops and graduate classes are offered in connection with National College of Education, Northern Illinois University, and DePaul University. Currently, classes and workshops focus on the "changing suburban child" with topics such as child abuse, one-parent families, TV and other media, ethnicity, stress, limited-English-speaking children, as well as subject areas.

On a drop-in basis, participants use the resource library, duplicating equipment, make curriculum materials, and consult with staff. School inservice workshops and Institute Days, scheduled by arrangement with local school districts, provide specific activities on a variety of themes.

Needs Assessment: A needs assessment survey is conducted in the spring of each year and the results are used in planning courses and workshops to be held the following year. We are in the process of selecting the salient points of surveys used for the past three years and condensing them into one workable survey.

Evaluation: Separate evaluation sheets are used for workshop sessions and graduate classes. There is also a place on the sign-in sheet for teachers' comments on the program and the center.

Resources: Resource library of over 1000 volumes; work area with large tables; Swap Shop of recycled materials. Raw materials for producing curriculum materials; duplicating equipment and laminating machine. Resource person available during all open hours.

Staff: Barbara Tafelski, director; Adele Tafelski, general assistant; CETA worker for light secretarial work and maintenance of materials, resource library, and Swap Shop; all board members voluntarily "center-sit" in emergencies.

Setting: Located in a large double classroom and a single classroom in a closed school. Niles is a northern suburb of Chicago.

Participation: K–6 teachers from Des Plaines, East Maine, and Park Ridge school districts participate on volunteer time. Student teachers from local colleges and universities, parochial, preschool, and secondary teachers, administrators, and parents also use the center.

Fees and Credit: Graduate courses offered for credit from National College of Education, Northern Illinois University, and DePaul University. Fees of $10–$15 for classes.

Affiliation: Independent.

Support: Building provided by East Maine School District for nominal rent and four inservice workshops. Salaries, supplies, and the library are the results of private foundation grants, Educational Service Region of Cook County grant, fund-raising events, financial contributions from local community groups and teachers' associations, and individual donations. Board members and the staff general assistant volunteer their time.

Decision Making: The board of directors, which hires and supervises staff and makes all major decisions, consists of nine teachers (three elected by teachers in each of three districts served), three administrators (one from each district), one representative from the Educational Service Region of Cook County, one representative from higher education, and one community representative. Three committees, funding, program, and publicity, work with the director in performing their duties.

Origin: Teachers from three school districts, on the advice of their Illinois Education Association Uniserv director, visited the Teacher Curriculum Work Center in Chicago in 1974. They decided to start their own center and acquired a grant after six months of hard work. The director, Barbara Tafelski, interned at TCWC for five more months, and the center opened August 25, 1975.

Information: Brochure; slide/tape presentation.

URBANA TEACHER CENTER

1776 East Washington Street
Urbana, Illinois 61801

(217) 384-3680; 384-3681

Directors: Margie Lerch and Mary Ellen Sronce

Hours: Monday through Friday, 8–5; second Wednesday and fourth Tuesday, 8–8 (professional evenings). Open on a limited basis in the summer.

Program: The purposes of the center are to: (1) Provide support services to all Urbana School District personnel, such as circulate curriculum materials and assign classroom furniture. (2) Serve as communication center for all district personnel, other education agencies, parents, and community groups. The center acts as a liaison with citizen and education groups inside and outside the district. (3) Provide inservice training and other professional development opportunities for district personnel. (4) Provide opportunities for teachers, administrators, and other interested groups to work cooperatively in developing curriculum and educational programs, pre K-adult. (5) Provide limited services to other groups, including parents, university students and staff, and neighboring school district personnel.

The inservice program offers options to teachers according to their individual needs. These include university credit courses; board credit courses; one-session workshops; continued-session workshops; discussion/forum meetings; materials development sessions; education conferences; professional evenings especially designed for curriculum committee meetings (dinner provided); funds for curriculum development and other teacher-designed projects (e.g., integrating black history into the regular curriculum); individually planned activities.

Needs Assessment: A district support team made up of representatives from each elementary and secondary school meet on a regular basis to advise the directors of teacher needs. Each spring an assessment questionnaire is sent to each district staff member.

Evaluation: A subcommittee of the advisory council is conducting an evaluation of the center, including documentation of teacher use; products generated by teachers; observed or reported curriculum changes in individual classrooms or buildings; inservice program changes in district.

Resources: The facility houses professional resource materials and curriculum materials (commercial and teacher developed). The center provides: raw materials (posterboard, construction paper, felt pens, manila folders, cloth, seal lamin, drymount tissue), equipment (laminating machine, drymount press, thermofax copier, tape copier, primary typewriter, paper cutters); tables and space are provided for small groups. Space is very limited in the center and workshops are usually held in larger district facilities.

Staff: Full-time co-directors, Margie Lerch and Mary Ellen Sronce; full-time secretary, Joyce Donaldson.

Setting: The center offices and materials development facility are contained in two classrooms of the Brookens Junior High School on the west edge of Urbana, Illinois. The entire Brookens building, including cafeteria, library, and gym, are used on twice monthly professional evenings. Another classroom emphasizing services to secondary teachers is located in the Urbana Junior High School-Fisher Campus in the center of the city. A meeting room, located in the District Central Office (Fisher Campus), is frequently used for group meetings.

Participation: All Urbana School District staff attend on volunteer and release time: teachers (pre K-adult), administrators, custodians, students, and parents. Student teachers from University of Illinois and Eastern Illinois University. Title VI community workers. Teachers and administrators from nearby communities (Champaign County). An allocation of substitute teacher time has been given to each building for the purpose of inservice, parent conferences, or teacher-building initiated projects requiring release time. Additional release time is provided for special training being emphasized and encouraged by the district and also for curriculum work.

Fees and Credit: Urbana teachers use the teacher center facility and materials without charge. Board credit courses and workshops are free to district teachers. Laminating materials are charged to each school. Non-district teachers, student teachers, and community people may purchase limited materials at cost. University credit courses available; teachers who accept University of Illinois student teachers in their classrooms, get fee waivers on university credit courses.

Affiliation: Urbana School District 116.

Support: Urbana School District 116 provides salaries, building, utilities, and materials. Illinois State Gifted Reimbursement funds provide some materials and inservice support.

Decision Making: Decisions about routine services to teachers are made by center directors based on direct teacher request. Major decisions concerning curriculum and inservice training activities are made cooperatively by center staff, teacher committees, and district administrators.

Origin: Two resource teachers were given full time districtwide responsibilities in September 1972. The following year they set up a teacher center occupying four large classrooms in a school building which had been closed as an attendance center. In 1974, this building was sold by the district and the teacher center moved to its present location in the Brookens Junior High School. Programs and services of the center have changed and expanded as the need for inservice training and curriculum development has increased.

Information: Description of the total Urbana Program for Staff Development (including the teacher center) may be obtained by writing: Urbana School District 116, 1201 South Vine Street, Urbana, Illinois 61801 (Attn: Don Holste), $5.

THE KOHL JEWISH TEACHER CENTER

161 Green Bay Road
Wilmette, Illinois 60091

(312) 251-6950

Director: Dolores Kohl Solovy

Hours: Monday, 8:30–5; Tuesday, 1–9; Wednesday and Thursday, 8:30–5:30; Friday, 8:30–1:30, Sunday, 12–5.

Program: The center provides personalized, self-directed professional growth experiences for Jewish school teachers in a warm, caring environment. When the center was launched in 1974, there was a lack of motivating materials and individualized learning aids for Jewish classrooms. Curriculum design has remained a major focus, and the program has served as a model for other ethnic or minority groups. The center also serves as a model for professional growth in Jewish education that can be replicated in other cities and continues to network with 14 new Jewish teachers' centers across the country.

Workshops and inservice programs are offered in all Jewish curriculum areas, as well as in classroom management and coping with stress. The center is also open on a drop-in basis to create teaching materials, design learning centers, do research, browse, and consult with staff.

Out-of-town workshops in materials-making are scheduled by Jewish schools or school boards for their classroom teachers. The "Kohl Jewish Teacher Center on Wheels" takes the staff into small towns in Illinois, Michigan, Wisconsin, and Indiana to assist in curriculum development and materials-making.

The center sponsors internship programs for college students interested in education and for people starting Jewish teacher centers. Both programs range from two-week to three-month training periods. Fellowship grants to study at the center are awarded to outstanding preservice and veteran educators. Staff also provide advisory services for people who want to start centers (including Chicago parochial school teachers and ethnic or minority teachers). In-depth summer seminars, which bring in participants from across the country, are offered by the center.

The Kohl Jewish Teacher Center has three sister centers, the Kohl Teacher Center in Wilmette, Illinois, and teacher centers in Jerusalem and Beersheva, Israel. All operate with the same philosophy and programming. Curriculum outreach programs are highlighted in the "Jewish Teacher Center in a Bag," an annual "Sharathon," and a publication done in cooperation with the centers in Israel.

Needs Assessment: Staff ask visitors; teachers and principals phone in their requests. Questionnaires are also used.

Evaluation: Evaluation of programs is done on an informal, day-to-day basis, as well as with formal questionnaires. File cards are used to document activities and the growth of every teacher using the center.

Resources: Workroom, curriculum display area, office, resource/reference room, library; games, picture file, laminating machine, audiovisual equipment, paper cutter, photo copystand.

Staff: Dolores Kohl Solovy, director; Betsy Katz, curriculum coordinator; Barbara Pomerantz, program coordinator; Rena Shaw, office manager; Malka Gluck, Bryna Cytrynbaum, Bryna Herbstman, Sidney Amdur, curriculum specialists; Micha Padawer, artist.

Setting: Twenty-five hundred square feet in a professional building six blocks from the train station in Wilmette, a northern suburb of Chicago.

Participation: Orthodox, Conservative, and Reform teachers and principals from afternoon and day schools, K-secondary, attend on volunteer and release time for inservice workshops. Parents and elementary students also attend.

Fees and Credit: Participants may contribute a voluntary membership fee of $15 per year that entitles them to discounts on laminating and workshops. Individual workshops are $3 plus minimal fee for materials. Two-week summer seminars cost approximately $40.

Affiliation: Independent, non-profit organization.

Support: Private foundation; income from membership and workshop fees.

Decision Making: Policy and goals are determined by the director. Curriculum coordinator and staff make day-to-day decisions.

Origin: With the model of the Kohl Teacher Center in mind, Dolores Solovy contacted teachers around the country to design materials for Jewish classes. Using prototypes developed at the Kohl Teacher Center, 20 teachers spent a summer making non-text, student-centered, individualized learning materials to be used in the proposed center, which opened in September 1975.

Information: Newsletters; fliers. "Jewish Teacher Center in a Bag"; *Teacher Centering.*

THE KOHL TEACHER CENTER

415 Green Bay Road
Wilmette, Illinois 60091

(312) 256-6056

Director: Dolores Kohl Solovy

Hours: Tuesday, 1–9; Wednesday through Friday, 9:30–5:30; Saturday, 9–4.

Program: The pilot center of a consortium of teacher centers funded and directed by a single foundation, the Kohl Teacher Center has had strong collaborative and networking ties with its sister centers and other teacher centers from its inception.

The center promotes the positive self-concept of teachers and administrators; encourages professional initiative and collegial sharing; offers renewal and recognition programs for veteran teachers; provides a caring environment where educators and parents can share, solve problems, and grow together; creates curriculum materials as resources for teachers.

Taking a developmental and individualized approach to professional growth, center staff support teachers in designing learning programs according to self-defined needs and interests. Workshops for preservice, first-year, and veteran teachers cover a wide range of topics. Summer workshops offer course work in specific teaching techniques.

Teachers use the center on a drop-in or scheduled basis to make games and learning aids, browse, talk with other teachers, and consult with staff. Inservice days for school staffs or university classes take place at the center or in the school. Programs recognizing gifted and veteran teachers include Exemplary Teaching Awards and a Sabbatical Teacher in Residence Fellowship.

Each year the center publishes a curriculum book that is written collaboratively by Chicago and suburban teachers, along with a number of papers developed by local and national educators on a variety of topics. This effort culminates in the "Sharathon" each spring. The Sharathon is an all-day exhibit of activities, learning centers, teaching bulletin boards, games, aids, and other classroom-tested "ideas that work" presented by Chicago-area teachers.

Needs Assessment: Individuals fill out request forms in the center; staff conduct informal needs assessments daily. Feedback also comes from the advisory board, teacher center representatives, and veteran users.

Evaluation: Formal evaluations of workshops, inservice, and other programs; informal evaluation by staff.

Resources: Cardboard carpentry area, commercial curriculum library, workshop rooms, and recycle shop. Extensive collection of teacher-designed learning materials, Curriculum Loan Boxes; 360 book titles to purchase; supplies like blank puzzles, spinners, posterboard, plexiglas. Drymount press, 25" roll laminator, xerox, thermofax, and ditto machines, slide and overhead projectors, super 8 cameras, GBC binder, and paper cutters.

Staff: Dolores Kohl Solovy, director; David Neustadt, program coordinator; Roberta McCollister and Mary Kay Sullivan, educational consultants; Julie Bradford, consultant; Andrew Halvorson and Wanda Lincoln, Dolores Kohl Educational Foundation Teachers in Residence; Marge Chandler, acquisitions/bookkeeper/secretary; Mercedes Martin, clerk; Linda Kay, secretary to the director of the Dolores Kohl Educational Foundation.

Setting: Five-thousand square feet in an old body shop four blocks from the train station in Wilmette, a northern suburb of Chicago on Lake Michigan.

Participation: Preschool, elementary, and junior high teachers and administrators from Chicago's suburban and city schools participate mostly on volunteer time. Preservice students, university educators, parents and children also use the center.

Fees and Credit: Voluntary membership fee of $15 per year entitles participants to a 20% discount on workshops. Workshop fees are generally $4 for non-members, plus a minimal materials fee. Workshop credit is available through National College of Education or Northeastern Illinois University.

Affiliation: Independent, non-profit organization.

Support: Private foundation; income from membership, workshop, and inservice fees and sale of educational materials.

Decision Making: Day-to-day decisions are made by the program coordinator and staff; policy and philosophy are decided by the director with feedback from the advisory board and consultants.

Origin: Dolores Kohl Solovy took a leave of absence from teaching and got together with other teachers in the area who had expressed the need for a teacher center. Teachers from several neighboring districts were invited to help set up curriculum displays and share their learning materials. The center, which opened in 1974, grew out of this activity.

Information: Slide/tape show; fliers, brochure; newsletters. "The Teacher Center in a Tube." "A Teacher Center Looks at the 80's." "Kohl Teacher Center Report on Declining Enrollments."

GARY TEACHER CENTER

Beckman Middle School
1430 West 23rd Avenue
Gary, Indiana 46407

(219) 949-5220

Director: Montague Oliver, superintendent of developmental programs in Gary School District; Sadie W. Shropshire, coordinator

Hours: Monday, 8–4:30; Tuesday and Wednesday, 8–6; Thursday, 8–7; Friday, 8–4; open Saturday for scheduled activities. Open all year.

Program: The center functions as a (1) Workshop site which plans and implements inservice activities to meet identified teacher needs. Afternoon, evening, and occasional Saturday workshops serve teachers through discussions, teacher-to-teacher experiences (for example, sharing artwork or crafts), seminars, college classes, film festivals, make-and-take sessions. (2) Meeting site which allows teachers, administrators, parent tutors, and others involved in the education process to review textbook samples, drop in, browse, relax, read, exchange ideas, develop and produce original classroom learning aids, reproduce center-developed learning aids, and receive guidance in writing mini-grants to be funded by the district. (3) AV center which offers staff the opportunity for hands-on experiences in working with varied equipment involved in slide making, graphics design, videotaping.

Needs Assessment: The GTC has developed three formal needs assessment questionnaires. The first was adapted from the citywide needs assessment administered by Gary Community School District. A second assessment, especially designed for elementary teachers, focused on basic skills and involved a checklist that didn't require a great deal of writing. All write-in items on the first assessment were recorded, analyzed, and culled. They became the basis for needs assessment #3, which was administered in secondary schools in the area and in one middle school. Informal needs assessment occurs continuously.

Evaluation: The center uses two paper and pencil evaluation questionnaires. They are simple but allow participants to react by using both check-offs and write-ins. The Gary Teacher Center participated in the Initial Field Test Documentation Experiment, conducted by Sam Yarger and Sally Mertens of Syracuse University, to aid in making the center's first year internal evaluation.

Resources: Office and two conference areas offering 3M copier; learning labs have texts donated by individual teachers; newspapers, educational journals, curriculum guides. AV room offering free use of materials and equipment for reproducing and preserving: thermofax machine, duplicator, laminator, drymount press, recording devices, and film equipment. Resource room with extensive workspace and free materials offering the opportunity to make and take instructional aids for classroom use; information, guidance, and materials for creating learning centers (cardboard carpentry, tools).

Library area with mathematics review samples. Recycling area; flexible sharing area (for example, to display teacher-made arts and crafts), bulletin board displays.

Staff: Montague Oliver, superintendent of development programs, 620 East 10th Place, Gary, Indiana 46402, is titular director. Full-time: Sadie W. Shropshire, coordinator; Dolores White, assistant coordinator; Andy Bolgevic, audiovisual technician; Sharon Hallett, secretary. Two CETA workers and one high school Work Experience Program student part-time.

Setting: Three large rooms, each located in a different wing of Beckman Middle School, Gary, Indiana (30 miles southeast of Chicago on Lake Michigan). This site is centrally located among schools and teaching staff served.

Participation: Elementary and secondary school teachers including counselors, social workers, and administrators employed by Gary Community School District attend primarily on their own time. Workers and parent tutors of Developmental Programs Titles I and III are also frequent users. A special budget line-item allows for release time activities. GTC sends a letter to each principal whose staff member is to be released for inservice and indicates the account number of the budget from which substitute pay is to be drawn. Teachers are notified of their selection (based on first call-in or sign-in) and instructed to contact their principals.

Fees and Credit: Inservice credit is granted to workshop participants. Participants pay for university credits only.

Affiliation: Gary Community School District.

Support: Gary Teacher Center is funded by USOE Teacher Centers Program and Gary Community School District.

Decision Making: The center is governed by a 21 member policy board consisting of 14 classroom teachers, two administrators, and representatives of the board of school trustees. Indiana University Northwest, Purdue University—Calumet Campus, and Calumet College teacher policy board members were appointed by AFT local #4. Teacher center staff make programming decisions. The coordinator and assistant coordinator were hired by the policy board. The media technician and secretary were hired by the coordinator with direction from the district.

Origin: During the winter of 1978, the policy board was organized. Following federal guidelines, they wrote the teacher center proposal, and submitted it to the USOE Teacher Centers Program. The proposal was funded. Although the center opened in November 1978, it has undergone various physical changes and is yet in the process of becoming.

Information: Newsletter every two months. The center has its own simple but accurate slide/tape story of its beginnings.

"Indiana Teacher Centers Program" booklet, Indiana Department of Public Instruction, Room 229, State House, Indianapolis, Indiana 46204.

INDIANAPOLIS TEACHER CENTER

1102 North West Street
Indianapolis, Indiana 46202

(317) 266-4117

Director: Carolyn Fay

Hours: Monday, 8–8; Tuesday through Friday, 8–4:45.

Program: The aim of the center is to provide a mechanism and space for teachers to gain control over their own inservice needs. Its primary functions include allowing teachers funds to design, develop and attend workshops and other inservice activities that serve their needs; providing materials and workspace for teachers to create immediate, workable materials for their classrooms; initiating research designs and classroom applications relating to assessed needs that the center disseminates systemwide.

The center works cooperatively with local universities to provide specific workshops for credit, including courses in reading instruction, classroom management skills, research methods, and consumer education. Release time workshops have been held on learning centers, Reality Therapy, special education, and cardboard carpentry. After-school workshops have had topics ranging from legal liabilities of teachers to cardio-pulmonary resuscitation. Mini-grants have been given to teachers attending the Council of Exceptional Children and a conference on the Holocaust.

Needs Assessment: The center conducted two formal needs assessments during the year prior to funding and the first year of operation. These needs assessments were based upon the NEA's Instructional Needs Assessment given to every teacher in Indianapolis in 1976. A description of the needs assessment used to assess teacher needs may be obtained by writing the center.

Evaluation: Evaluation at the center is conducted in a formal way at the end of each workshop; follow-up evaluations are sent to teachers after one month to check on the applicability to the classroom. Staff members hold informal discussions with participants to evaluate programs. The director of another teacher center, a professor of education, and a policy board chairperson externally evaluate the center on an annual basis.

Resources: The center's workrooms include laminating and duplicating machines, idea books and tools for cardboard carpentry, as well as those needed for learning centers and bulletin boards, a letter press (cuts out letters for the bulletin board), audiovisual equipment, activity files created by teachers in content areas, a clearinghouse of teacher-made games and activities, typewriters, photographic equipment, sewing machines, and kitchen facilities.

Staff: Full-time: Carolyn Fay, director; Herb Budden, program developer; Pat Gilliam, program evaluator; Yvonne Williams, documentation coordinator for Midwest Teacher Centers Cluster; Carolyn White, staff secretary.

Setting: The center is located in an historic school building (Booker T. Washington School #17) near downtown Indianapolis. The building contains six classrooms, an office, a teachers' workroom, a clearinghouse room for teacher-made materials and games, a lounge, and a print shop.

Participation: The center serves K-12 teachers from the Indianapolis Public School district, as well as those from the Archdiocesan schools in the city. This immediate service population includes nearly 4,000 teachers; occasionally teachers from the greater metropolitan area have used the center. Workshops have been held where parents and administrators joined with teachers. About half our workshops are held during school hours with release time available. The center works cooperatively with the school districts in obtaining substitutes for teachers; we have had to monitor carefully days for release time workshops due to the shifting availability of substitutes.

Fees and Credit: About one-third of the workshops offered at the center have optional graduate credit available. Local universities cooperate in granting the credit, which accrues during workshop hours and in subsequent meetings that fulfill the university's requirements. The participants, should they opt for credit, pay tuition themselves. The center charges no fees for other workshop offerings; however, there are small fees attached to the use of the duplicating and laminating equipment.

Affiliation: Indianapolis Public Schools.

Support: The center is funded wholly by a USOE Teacher Centers Program grant; the IPS district, however, cooperates by making the building available.

Decision Making: The policy board of the center has 25 members: 13 teachers, nine administrators, one representative from Indiana University, one parent, and one community liaison. The board meets every two months as a whole unit; subcommittees on program, PR/dissemination, evaluation, and budget meet as needed. The program subcommittee monitors staff decisions regarding program offerings at the center. The center staff was hired by a hiring committee composed jointly of teachers and district personnel division administrators on the policy board.

Origin: The Indianapolis Teacher Center opened officially in September 1978, although the policy board had been functioning for a year previous. The center grew out of the commitment of teachers actively involved in the local teacher association's Instruction and Professional Development Committee. Indianapolis' early involvement with the NEA's advocacy of teacher center legislation at the national level encouraged the policy board to begin work on a proposal.

Information: Fliers; "Interim Performance Report." The Indiana Department of Public Instruction has a slide/tape presentation completed on the teacher centers now operating in Indiana; the ITC has its own videotape presentation.

TRIAD TEACHER CENTER

University Address:
Matthews Hall, 106
Teacher Education Services
Purdue University
West Lafayette, Indiana 47907

(317) 494-8386

Burtsfield School
Salisbury and Lindberg Streets
West Lafayette, Indiana 47906

(317) 494-8284; 494-8285

Director: Claudia F. Edwards

Hours: Monday through Friday, 9–3; Saturday and Sunday as scheduled. Open all year.

Program: The purposes of the center are to provide inservice education to teachers in three counties (Benton, Carroll, Tippecanoe), in the areas of basic education, life skills education, and recognition of gifted students—their needs and methods of meeting those needs. Services include workshop presentations and assistance in developing individual projects.

Opportunities are provided for several kinds of inservice. Drop-in clients can work independently, or can arrange for varying levels of staff guidance. Non-credit workshops, sometimes with the cooperation of regional professional groups, are held regularly at the center and sometimes away from the center (at schools, community buildings such as the YMCA). Workshops and other sessions that offer college credit can be arranged. The center's program committee and policy board are responsible for determining the general form and content of programming after teacher assessment. Past workshops have included "Economics for Everyday Living" and "Providing for the Gifted and Talented within the Framework of the Regular Classroom."

Needs Assessment: We have used a computerized needs assessment for each of two years of operation. Fifty-eight categories of assistance (e.g., "evaluating the effectiveness of my teaching," "motivational techniques," "individualized instruction") are specified.

Evaluation: TRIAD surveys the degree to which client needs and center objectives are met. Surveys include workshop evaluations and follow-up evaluations. Plans are to train a corps of interviewers to conduct informal evaluations determining to what extent client and center objectives are being met.

Resources: Classroom space of 2,800 square feet carefully subdivided into approximately nine work areas. These include staff offices, print shop, reading room, meeting rooms, two work areas, and recycled materials storage area. Learning centers—triwall displays about fingerprinting, science, or metrics, for example—are on display and changed periodically.

Staff: Full-time: Claudia F. Edwards, center supervisor; Lorraine E. Rund, assistant director/media specialist; secretary. Part-time clerk/printer, assistant media staff member, CETA workers, and volunteer staff. Co-project directors, Charles E. Kline and Alan Garfinkel, represent the fiscal agent

(Purdue University) to the USOE Program Office; provide for a link between the center and fiscal agent; and provide for overall evaluation as directed by the policy board.

Setting: Three rooms in an elementary school in a suburban West Lafayette location. Lafayette and West Lafayette are sister towns with a combined population of 90,000 in north central Indiana on the Wabash River.

Participation: K-12 teachers from three counties (six school districts) participate largely on volunteer time. Administrators are now being involved by regularly scheduled information sharing sessions and are encouraged to visit with a staff member. All teachers share access to release time, usually two days per year. TRIAD has six separate release time policies from each of the six separate districts represented. The TRIAD staff does not handle any of the arrangements or granting of release time. This is decided by each district. TRIAD then reimburses the district for the cost of release time.

Fees and Credit: No fees except for offerings that bear college credit and a small number of the ones involving more expensive supply items.

Affiliation: TRIAD is a consortium of six school districts, six local education teacher associations, and Purdue University. Purdue University is the fiscal agent.

Support: USOE Teacher Centers Program. Extensive volunteer service from teachers. Numerous resource ideas/contributions from Purdue University both in materials and personnel (volunteer and honorariums).

Decision Making: A formal policy board is established in exact accordance with federal guidelines. There are eight public school teachers, one non-public school teacher, three representatives of boards of education, and two representatives of Purdue University among the voting members. Various non-voting consultants attend board meetings. The decision making process is broadened by several subcommittees, e.g., program committees that make recommendations to the policy board and are formed of teachers, administrators, and Purdue University personnel. The staff's immediate supervisor is the policy board. At a more distant level, the University provides for staff employment by serving as the fiscal agent.

Origin: A group of teachers working with the local teachers' association wrote a draft proposal for the center and invited Purdue to participate. USOE Teacher Centers Program funded the proposal, and the center began to offer services in January 1979.

Information: Newsletter available in exchange for similar publications. We are featured in an Indiana Department of Public Instruction slide show on teacher centers.

"Indiana Teacher Centers Program" booklet, Indiana Department of Public Instruction, Room 229, State House, Indianapolis, Indiana 46204.

AREA EDUCATION AGENCY 7
TEACHER CENTER

Nellie Garvey School
2201 East Mitchell Avenue
Waterloo, Iowa 50702

(319) 234-2246

Director: Diane M. Gibson

Hours: Monday and Friday, 7:30–5:30; Tuesday through Thursday, 7:30–7; second and fourth Saturday of each month, 10–2. Open 8–5 during summer.

Program: The main purpose of the AEA 7 Teacher Center is to provide an opportunity for teachers in the area to have an active voice in their inservice and professional growth activities. This goal is addressed in two ways: (1) center staff works with district inservice committees made up primarily of teachers to assist them in articulating their needs and locating resource people to meet those needs; (2) short, topic-specific workshops are scheduled at the center to bring job-alike teachers together to share ideas and explore methods that work. Topics include local ecology, teachers and taxes, human relations (mandated by the state), cardboard carpentry, teaching Iowa history, drug abuse in the school, math and the world of work. Workshops are developed and presented by teachers.

The program centers around the four topic areas of basic skills, pride in work and self-worth, mainstreaming, and multicultural and non-sexist education.

Needs Assessment: A formal needs assessment instrument was designed in winter 1979, completed by 1967 teachers in May, and summarized in summer 1979.

Evaluation: After each workshop offered at the center, participants are asked to complete an evaluation form.

Resources: Large collection of teacher-made games and materials; a variety of raw materials to make games and activities to take back to the classroom; several supplementary units developed by teachers in the area; opaque and overhead projectors, laminator, copier, thermal spirit master machine, and some professional library materials.

Staff: Diane M. Gibson, program director; Ruth Wall, assistant director; Diana Svobadny, secretary. All are full-time.

Setting: The center is located in the lower level of a school building in Waterloo, one of the largest cities in northeast Iowa. The center facility consists of two classroom areas and a large multipurpose area (approximately the size of three classrooms). There is a private entrance off the parking area.

Participation: Participants are K-12 teachers from 26 school districts and non-public schools throughout an area of 2880 square miles. Participants most often attending center activities are elementary rural teachers from the 24 more secluded districts. Secondary teachers attend when the session is geared to a particular subject area, e.g., creative writing for the verbally gifted. Of the 2,500 teachers in the area, more than 650 have attended workshops during the second half of 1979. Teachers attend on volunteer time.

Fees and Credit: All materials for workshops are provided at no cost to the teacher. During the summer or on Saturdays, when a full-day workshop is held, participants often are charged a small fee (usually $2–3) which is used to cater lunch, provide coffee, and snacks. A few credit courses through the University of Northern Iowa have been offered at the center.

Affiliation: Area Education Agency 7 is an intermediate service district which provides special education, general education, and media services to 26 districts in northeast Iowa.

Support: The AEA 7 Teacher Center is totally supported by a grant from the USOE Teacher Centers Program. AEA 7 acts as the fiscal agent.

Decision Making: The teacher center policy board is composed of 11 teachers, including special education and vocational education, three administrators, one higher education representative, one parochial representative, and two AEA 7 representatives. The board oversees and supervises all program activities at the center, hires staff, and makes policy decisions. Center staff makes program decisions and seeks approval of new programs at monthly board meetings.

Origin: Individual teacher leaders in the area saw the need for a teacher center and took the initiative to seek federal monies and the support of local education agencies. The original policy board submitted a proposal to USOE for federal funding in March 1978. The program was approved and funded for a 36-month period beginning September 15, 1978.

Information: The center publishes a monthly newsletter and often sends fliers to special groups. Each quarter a workshop booklet is distributed listing the sessions offered over a two-month period.

MURDOCK TEACHER CENTER

670 North Edgemoor
Wichita, Kansas 67208

(316) 682-1565

Director: Allen W. Mills

Hours: Monday through Friday, 7:45 am–8 pm; Saturday, 8–5. Open 8–5 holidays and during the summer.

Program: The center offers varied inservice programs designed to give district teachers the knowledge, skills, and materials needed to create humanistic, student-centered classrooms. Programs are presented as graduate courses; two to five consecutive study group sessions on one topic; single session discussion groups; or make-and-take workshops that include various instructional materials, cardboard carpentry, and laminating. In addition, the center conducts workshops in weaving, cooking, rug assembly, Indian crafts, papermaking, bookbinding and printing, and puppetry.

Center staff work in classrooms to assist individual teachers implement programs, apply new teaching techniques, and change classroom environments, and are often called on to help schools plan and facilitate faculty inservice programs. With curriculum specialists, staff also help teachers use new textbooks and curriculum programs.

Needs Assessment: "Inservice Education Interest Inventory," a checklist requesting teachers' self-rating on "degree of skills" and "extent of knowledge" in instructional planning, delivery, student evaluation, classroom management, and human interaction skills, is being redesigned.

Evaluation: "Impact Assessment" sheets on individual workshops.

Resources: Construction room, make-and-take room with teacher- and staff-made materials available for replication, conference and large meeting areas, extensive professional library. Audiovisual and multimedia equipment, including xerox, mimeograph, and ditto machines, microfiche reader, cameras, drymount presses, laminating machines; cardboard carpentry and other building tools. Supplies, such as paper, magic markers, and glue sticks, are available to teachers at cost.

Staff: Allen W. Mills, director and teaching advisor; Patsy Burdine, Peggy Friedman, Ben Henry, secondary teaching advisors; Betty Dulinawka, Mary Ellen Isaac, Lottie Miller, Patty Miller, elementary teaching advisors; Margaret Deaver, library media advisor; Michael James, Wichita State University advisor; Susie Herstein, artist; Alfreda Micheaux, secretary; Jane Hoerman, clerk; Joan Tooley, clerk typist; Sally Wegerer, instructional aide. All staff are employed full-time at the center and function as developers and facilitators of various programs.

Setting: Murdock Teacher Center is housed in a 14-room former elementary school built in 1951. The school was closed in 1973 as a result of busing for desegregation and declining enrollment. The building, refurbished by the board of education, is located on the east side of the city in a post-World War II residential area with encroaching small commercial enterprises. An adjoining large community park is used for some outdoor center activities.

Participation: Any district personnel may attend courses, workshops, seminars, and study groups on volunteer time. Twenty-seven school districts surrounding Wichita are invited to participate. Parent groups, the retired teachers' organization, and civic groups such as Girl Scouts also use the center.

Fees and Credit: Most activities are free. A minimal fee is charged for some workshops and materials, such as cardboard carpentry. University tuition fee is charged for graduate courses, which earn two or three hours of credit.

Affiliation: Division of Curriculum Services, Unified School District #259.

Support: Board of education general budget.

Decision Making: Center staff and curriculum directors make decisions based on a district-wide needs assessment. Policy/supervisory board is being developed.

Origin: The center began in 1973 as a project for junior-high-school language arts, social studies, and mathematics teachers funded under ESEA Title IV-C.

Information: Newsletter.

TEACHER RENEWAL AND DEVELOPMENT CENTER

Mailing Address:
PO Box 1442
Paducah, Kentucky 42001

2501 Adams Street
Paducah, Kentucky 42001

(502) 442-6824

Director: Juanita Jones

Hours: Monday through Thursday, 8:30–5; Friday, staff work day. Open all year.

Program: The center assists, supports, and encourages teachers to identify their individual and collective professional growth needs, and it identifies and coordinates resources to meet those needs. The center serves 2000 teachers in 17 school districts. Its major provisions include two Learning Resource Centers (one in Paducah and one at Murray State University), a mobile curriculum laboratory, and a teacher advisor. Much emphasis is placed on teachers helping teachers by sharing skills, expertise, and materials in both individual and group settings. The center offers workshops and seminars on an area-wide basis as well as on a district or school basis. Topics include identifying students with special needs; rap session with regional consultants in special education; student motivation; and improving student self-concept. Unstructured activities are primarily on a drop-in basis for teachers to use resource materials and to make instructional activities for classroom use.

Needs Assessment: Needs assessment forms filled out by more than half of the teachers are being put on an IBM Word Processor so that immediate retrieval for study and planning can be done by the center's program committee. Informal assessment occurs with feedback from each activity and through individual consultation.

Evaluation: An evaluation questionnaire was completed by policy board members at the end of the first year.

Resources: Three large workrooms; recycle area for make-and-take activities. Approximately 2000 professional and curriculum books, magazines, and kits for use in the center and on loan. Other materials for constructing learning centers, games, and other instructional activities.

Staff: Juanita Jones, director; Cherry Watts, field services director; Ron Streible, teacher advisor; secretary; librarian.

Setting: The Paducah site, which houses the director, teacher advisor, and secretary, is located in two large rooms, a teachers' lounge, and three offices in a large house. Paducah, in western Kentucky, was named for the legendary Indian chief, Paduke.

Located in one large room and three small storage and consultation rooms in the Special Education Building at Murray State University, the Murray site houses the field services director and a librarian.

Participation: Most participants have been K-6 teachers on volunteer time. The center currently is emphasizing programs for middle school and high school teachers, attempting to encourage them to participate. Students at Murray University use the Murray site almost daily. Activities are open to teachers, administrators, community and parents, and students.

Fees and Credit: Murray University cooperates in permitting a large number of center workshops (two-five days) to carry optional college credit. This has been an incentive for many teachers working toward a master's degree or Rank I in the Kentucky salary scale.

Affiliation: The center is a consortium of 17 public school districts and non-public schools in 13 counties in western Kentucky.

Support: The center is funded by a grant from the USOE Teacher Centers Program. Paducah Board of Education serves as the fiscal agent and furnishes the facility in Paducah at no cost. Murray State University provides the facility at Murray.

Decision Making: The policy board made up of 35 members, 58 percent of whom are classroom teachers, hires and supervises center staff and approves all center programs upon recommendation of the program committee, which works closely with center staff.

Origin: The center was initiated by the teachers in the First District Education Association, which represents the 13 counties served by the center. It opened September 1, 1978.

Information: Newsletters. Plans for video and slide/tape productions with the assistance of Murray University and the Kentucky Department of Education.

TEACHER RESOURCE SERVICE

3619 Camp Street
New Orleans, Louisiana 70115

(504) 895-5515

Director: Nina Luisi

Hours: Wednesday, 12–6; Thursday and Friday, 3–6; Saturday, 10-2.

Program: The Teacher Resource Service offers all educators a professional, supportive atmosphere and setting for innovation, exploration, and change. The TRS seeks to "better the conditions, experiences, and performance" of all those who participate. TRS is a membership organization, open to all. Services include a recycle warehouse of industrial and household materials; display areas where raw materials from the warehouse have been made into curriculum materials; workshops held in the center and by request in schools/programs throughout the city. Recent workshop topics include oral history, "color your threads" (silkscreening), and "natural wonders" (field trip in a city park).

Needs Assessment: Teachers, parents, and other members are invited to attend TRS board meetings, are asked to fill out request sheets for materials/services/changes they might like to see, and are asked by the staff for verbal feedback and to become more involved in TRS.

Evaluation: In 1978–79 TRS held three group meetings to set up committees to evaluate (1) popularity (who wants to get involved); (2) funding options; and (3) resources and teacher needs: how to best meet these expressed needs.

Resources: Located in a school's custodial lodge (seven room house): workroom with paper cutter, office supplies, laminator, large worktables, tools (hammer, saw, nails); library of professional books and magazines; and recycle warehouse (three rooms filled with raw materials, carpet samples, paper, magazines, containers, material scraps, posters, records).

Staff: Nina Luisi, coordinator.

Setting: Located in a semi-residential area known as Uptown New Orleans, in a school-board-owned custodial lodge.

Participation: Majority of TRS members are grammar school teachers, grades K-8, from New Orleans inner-city public schools. Day care trainees from St. Mark's Day Care Training Program and various preschool and private school teachers occasionally participate. A few parent-volunteers in the Orleans PTA and administrators participate.

Fees and Credit: Each TRS membership is $10 per school year, entitling the member to free and unlimited use of the warehouse, free workshops, use of the workroom and library. Quite often public school teachers are reimbursed for the membership fee by local schools.

Affiliation: St. Mark's Community Center.

Support: The coordinator's salary is paid by St. Mark's Community Center, along with a limited amount of funds for office supplies and gasoline for the TRS van. Utilities are paid from membership fees. The building is rent-free, provided by Orleans Parish School Board. Materials are usually donated by businesses and individuals.

Decision Making: The coordinator of TRS is directly supervised by the program coordinator of the St. Mark's Day Care Training Program, Judy Watts. The TRS coordinator and St. Mark's program coordinator decide what TRS can accomplish under the wing and with the financial support of St. Mark's Community Center. Weekly staff meetings communicate needs and policy. The internal workings of TRS are the full responsibility of the TRS coordinator, who carries out all necessary tasks and their evaluation.

Origin: In 1972 TRS began as a VISTA project in response to the needs expressed by public school teachers for supplies for their classrooms. In 1974, the Orleans Parish School System took over funding TRS totally. Early in fall 1978, the Orleans Parish public school teachers (United Teachers of New Orleans) went on strike, and many worthwhile programs were cut, including TRS. UTNO donated $3100 to TRS that year, and in spring 1979, the School Board donated $4000. In 1979–80 TRS came under the wing of St. Mark's Community Center Day Care Training Program.

Information: Newsletter/calendar.

MID-COAST TEACHERS' CENTER

Downeast Building
Route 1
Rockport, Maine 04856

(207) 594-5428

Mailing Address:
Box 860
Camden, Maine 04843

Director: Sally Vogel

Hours: Monday through Thursday, 9–9; Friday, 9–5. Hours may vary depending on programs scheduled and season. Summer hours 9–5.

Program: Mid-Coast Teachers' Center provides training and resources to help regular classroom teachers meet the needs of their gifted and handicapped students. Resources include a local teacher-developed, computerized file of teacher-made and teacher-used materials and a computer information search service. Workshops, mini-courses, and courses on topics related to the needs of exceptional students are offered at the center or in the schools. The center also provides training and support for building-based teachers who advise other teachers. A summer institute on the gifted and talented was held in summer 1979. Future summer institutes are planned on topics such as teachers publishing their own work, effective teaching, and assessing children's learning problems.

Needs Assessment: All teachers met in small teacher-led groups. The groups listed their training and materials needs related to mainstreaming exceptional students. A record of teacher requests for information is maintained as an ongoing needs assessment procedure.

Evaluation: A variety of evaluation procedures including narratives, rating scales, and search service evaluation forms are used. The policy board is investigating ways to gather more qualitative data.

Resources: Professional library and curriculum materials lending library with materials related to the needs of exceptional children. Computer information search service. Portable microfiche readers; photocopier; duplicating machine; laminating press. Meeting and gathering room. Pick-up and delivery of materials at each school site.

Staff: Sally Vogel, full-time director; Debbie Pietro, full-time coordinator of information support services; Joan Foshee, full-time secretary; Anne Beebe-Center, full-time educational resources specialist.

Setting: Four rooms in a large refurbished old home which houses the offices of *Downeast Magazine* in Rockport, Maine. Rockport is a town on Penobscot Bay in mid-coast Maine near Rockland.

Participation: K-12 school personnel from Knox and parts of Waldo and Lincoln Counties in Maine. Community members, college students, public agency personnel, and students are occasional users.

The policy board may approve payment to participating districts for substitutes on written request by a teacher. Release time may be requested to do research, visit classrooms, attend conferences, develop instructional materials, and code and describe shareable materials for the local computer file. A teacher may request up to two regular school days of release time or up to five days of non-school time at $25 a day (five hour day) in any school year.

Fees and Credit: Most workshops and courses carry recertification credit. Graduate credit, costing an extra $25, is available for some courses through the University of Maine. Fees ranging from $10–$110 are charged for some programs, based on the cost of putting on the program. The center assumes part of the cost and the participants part.

Affiliation: The center is a consortium of school districts (five Maine School Administrative Districts—MSAD's, four Community School Districts—CSD's, and two Regional Vocational Districts), private schools, and Mid-Coast Community College Services, a branch of the University of Maine at Augusta. The center's fiscal agent is Maine School Administrative District #56 which includes the towns of Searsport, Stockton Springs, and Frankfort.

Support: The center is funded by a grant from the USOE Teacher Centers Program.

Decision Making: The policy board includes an elementary and secondary teacher from each MSAD, two teachers from the CSD's, one vocational teacher, five representatives of school boards, and a representative of the superintendents in the area. Programming decisions are made by the policy board on the recommendation of staff and subcommittees of the board. The board hires the director with the consent of the MSAD #56 board of directors. With the advice of policy board members, the center director hires other staff.

Origin: The center started when the policy board's grant proposal was funded by the USOE Teacher Centers Program. The center opened in the late fall of 1978.

Information: Brochure; newsletter.

THE MARYLAND COMMITTEE FOR CHILDREN, INC.

608 Water Street
Baltimore, Maryland 21202

(301) 752-7588

Director: Sandra Skolnik

Hours: Monday through Friday, 9–5. Open all year.

Program: The purpose of the organization is threefold: first, to serve as an advocate for young children in the formulation of public policy, and to educate the community about the need for beneficial developmental programs in child care; second, to promote the development of child care programs of high quality throughout the state; third, to provide training and resources for employees and volunteers in day care and preschool centers. Five years ago Maryland Committee for Children opened reSTORE, a recycling center for discarded supplies from business and industry, which are used to make learning materials for children in day care and preschool.

Seminars offer opportunities for professional growth to individuals who provide child care. Seminars are designed to bring new ideas about child development to help upgrade professional skills and to enrich ongoing programs. Seminars are usually six hours long and include a keynote speaker.

Workshops provide staff in child care programs opportunities for educational growth in an informal setting. At many of the workshops, participants make learning materials for children to use. Workshops are offered in all areas of early childhood education, from "music activities and games" to "assertive supervision for day care directors."

Creative preschool training is five days of lectures, discussions, films, panels, and active-learning experiences. Each training session includes topics such as child growth and development, parent involvement, literature, science, and teacher effectiveness.

Title XX training is given for family day care providers, group day care staff, and school-age day care staff for the Baltimore City Department of Social Services. Participants are able to use reSTORE and attend workshops at no cost. Approximately 50 workshops are offered in ten areas of curriculum.

MCC maintains a placement service for child care personnel and a substitute list for child care centers; recruits senior volunteers with manual skills to make educational toys and games for day care centers; is available to prospective and operating day care centers for consultation; and provides information and referral service for child care placement. The public policy arm of MCC works with legislative and executive branches of the city, state, and national governments, advocating quality programs for children and their families.

Needs Assessment: During 1977–78 an assessment was conducted to find out what kind of training programs and reSTORE materials were needed by child care staff. A separate assessment was conducted for our Title XX training.

Evaluation: Variety of forms used at our training programs and recycle center.

Resources: Some materials in stock are fabric scraps, gaskets, cardboard cores, fish nets, bus posters, rug samples, wallpaper sample books, cardboard tubes, buttons, plastic cup lids, bolts and nuts, film canisters, foam, rubber hose, magazines, wood scraps. Resource library in child development.

Staff: Executive director, Sandra Skolnik; training director, Mary Salkever, reSTORE coordinator, Patricia Clar; office manager, Frances Perry; development coordinator, Betsy Runkle; workshop instructors, Helen C. Spencer, Dorothy Arthur, reSTORE assistant, Glynda Aust; secretary, Clara Mitchell.

Setting: MCC has a 40-year lease with the city of Baltimore for an old chocolate factory in the Inner Harbor downtown renewal area. The four-story brick building has 12,000 square feet of renovated floor space. The exterior has been restored to its original 19th century front.

Participation: Staff in child care programs, 65%; administrators, 15%; parents, 10%; students, 10%. Participation is largely on release time for day care teacher training. Geographic areas represented are Baltimore City, 48%; Montgomery County, 17%; Baltimore County, 7%; Washington County, 3%; Howard County, 5%; Anne Arundel County, 5%; Carroll County, 6%. Individual programs make arrangements for release time.

Fees and Credit: Title XX training free. Creative preschool training—members $17, non-members $20. Workshops—members $5, non-members $6. Seminars—members $6, non-members $7.50. Membership fees are $10/year for an individual; $25 for groups of 1–25; $50 for groups of 26–50. No credit.

Affiliation: We are a private, non-profit organization.

Support: In the past six years, MCC has grown from a small organization with a single program and annual budget of $32,000 to an agency with several major programs, a variety of available services, and a budget over $100,000. We raise funds for salaries, building, and materials through membership, foundation support, corporation support, and Title XX funding. Volunteer services are donated in excess of 10,000 hours per year.

Decision Making: MCC has an active board of directors from many professional fields that has final decision-making authority. Hiring and supervision rest with the executive director, with input from the personnel committee. MCC staff makes programming decisions with the advice of the board.

Origin: The MCC was organized in the mid-1930's as a professional organization of nursery school and day care staff. MCC gained impetus after World War II. The first paid staff member was hired in the mid-1960s. We currently have eight paid staff members.

Information: Brochure; annual report.

TEACHER CENTER

9325 Brookville Road
Silver Spring, Maryland 20910

(301) 589-3180

Director: Judy Mars Kupchan

Hours: Monday through Friday, 9–5. Closed Fridays during the summer.

Program: The Teacher Center serves as a drop-in center for exploring and borrowing resources, creating classroom materials, and finding professional interaction and support. Monthly workshops dealing with a variety of subject areas and teaching problems are open to the community. Topics include creating bulletin boards, making audiovisual materials, and teaching the Bible using social studies techniques. Inservice sessions for individual faculties are also scheduled. Previewing sessions for evaluating new AV materials are scheduled several times a year. An annual Resource Fair is a feature of the Professional Day program, which is open to Jewish teachers from afternoon and day schools in the greater Washington area.

Resources: Library-media room, workshop, storage rooms, previewing room. Displays of commercial-, teacher-, and staff-made materials. Carpentry table, laminator, paper cutter, ditto machine, all raw materials at cost. Audiovisual software and hardware. And a coffee pot!

Staff: Judy Mars Kupchan, full-time coordinator; Lenore Levin, part-time creative resources specialist; part-time secretary; part-time volunteer librarian. In addition, the several full-time Board of Jewish Education consultants work closely with Teacher Center staff and participants.

Setting: Located in the basement of a school building which houses the Board of Jewish Education and the Hebrew Academy. Silver Spring is a suburb north of Washington, DC.

Participation: Orthodox, Conservative, and Reform educators from nursery schools through college, as well as other Jewish community professionals, public school teachers, and church groups. Most attendance is on teachers' own time.

Fees and Credit: Individual workshops are $2 plus materials at cost. 16mm films and a variety of projectors rent for $2–10. A credit program for teacher licensing began in September 1979.

Affiliation: Board of Jewish Education of the greater Washington area.

Support: Funding to the Board is provided by the United Jewish Appeal Federation.

Decision Making:	Decisions are made by Teacher Center staff with advice from Board of Jewish Education staff and teacher participants. A lay committee helps with planning and informal needs assessment.
Origin:	Started by Sandra Bruckenstein as an outgrowth of the library at the Board of Jewish Education. Workshops were first offered in 1977–78.
Information:	Newsletter and AV catalogue.

AMHERST AREA TEACHER CENTER

East Street School
East Street
Amherst, Massachusetts 01002

(413) 253-9363; 253-9364

Director: Merrita Hruska

Hours: Monday through Friday, 8:30–4.

Program: AATC is guided by the following set of beliefs about staff development: teachers must take responsibility for their own professional development; teachers know what they need to learn and must be the ones to decide how that learning is to be implemented; what teachers design will be relevant to classroom needs and, therefore, will be used; the center's programs must respond to individual needs and learning styles; each teacher has varied strengths that the center must build on; and the more we focus on success, the more we will grow.

Information from needs assessments was used to choose five target areas: adolescent needs, multicultural and non-sexist issues, writing skills, leadership development, and transition issues. Each school also chooses a priority area unique to its own needs.

A mini-grant program provides financial support for teachers to pursue projects of their design. Projects have included developing curriculum units and kits, diagnostic tests, slide shows, and catalogue systems; visiting other schools; and revising library systems.

The center provides workshops, university courses, and conferences. Teachers are encouraged to be resources to each other by leading workshops and conferences in their areas of competency, and are being taught to lead university courses that other teachers will take. Leadership training enables teachers to learn more effective classroom management skills and become successful leaders in a variety of situations.

Each school has a teacher center space. Center staff visit each school weekly and speak to whatever needs arise. Staff are available to link teachers with similar needs, to locate resources, and to provide support.

Needs Assessment: Needs assessment and resource identification is an ongoing process. Surveys and interviews are completed regularly at each school by teams of teachers who have been specially prepared in group process skills.

Evaluation: At the end of each workshop or course, teachers are asked what they found valuable, what changes should be made, how they will use what they've learned with their students, and how this will be shared with other teachers. Helping teachers set goals to build upon these experiences is accomplished through our "next steps. . ." process. Other follow-through is provided as teacher center staff tape-record post-evaluative interviews with each participant who completes a mini-grant proposal. We also hired an evaluator to help us determine if we're doing what we set out to do.

Resources: The teacher center is an office space and a small-group meeting place with access to the school system's facilities to produce AV materials, duplicate slides and photographs, and reproduce, laminate, and bind print materials. Resource centers are being established in each school. These centers, distinct from lounges, have a professional growth focus and are places where teachers can go to share journals, materials, and ideas.

Staff: Merrita Hruska, director; Gwen Van Dorp, inservice coordinator; Sandy Durrett, graduate research associate; Marcus Ward, administrative associate; Michelle Finley, secretary.

Setting: Our teacher center serves nine public schools and two private elementary schools. Our space is located in the basement of a closed school near the center of the Amherst-Pelham Regional School District, in the town of Amherst, located in western Massachusetts.

Participation: All staff K-12 are eligible to participate in AATC programs on volunteer and release time. Our outside evaluator found participation across all schools in the district with an even split between elementary and secondary personnel. Aides, administrators, and support staff are all encouraged to take part. Parents, students, and community members occasionally participate.

Fees and Credit: No fees. College and inservice credit granted according to policies negotiated between the teachers' association and the school committee.

Affiliation: Amherst-Pelham Regional School District.

Support: A grant from the USOE Teacher Centers Program provides support for salaries, consultants, workshop leaders and facilities, and curriculum development and resource room materials. The school system provides the building and utilities through indirect charges built into the grant.

Decision Making: Policy board of 24: 16 teachers, three administrators, two school committee members, one university representative, one educational collaborative representative, and one state department representative. The board is responsible for making all policy decisions in accordance with district policies; assessing the needs of the area; approving all programs; hiring the director and approving the hiring of other staff, consultants, and trainers; approving the site of the center, and the expenditure of funds.

Origin: A volunteer planning group of teachers and administrators began working together in 1975. A staff development advisory group was formed to assess student and staff needs; to match needs with resources through courses, workshops, and seminars; and to start a peer teaching process of "teachers helping teachers." A proposal was submitted to the USOE Teacher Centers Program, and in 1978 the AATC formally opened.

Information: Slide/tape presentation that describes the philosophical and psychological framework of the center. Newsletter, "Focus"; catalogue, *Inservice Insights; Policies and Procedures Handbook*.

INTEGRATED DAY PROGRAM

School of Education
University of Massachusetts
Amherst, Massachusetts 01003

(413) 545-3121; 545-0470; 545-0246

Directors:	Masha K. Rudman and R. Mason Bunker
Program:	"Based on a specific psychological and philosophical rationale, the program is committed to the ideal of helping learners at all levels become more self-directive and self-managing." The Integrated Day Program is a preservice, inservice teachers' center, consisting of several components: (1) A competency-based preservice program, in which 20 students each semester intern in the classrooms of teachers who are students in the inservice component. (2) These inservice teachers attend afternoon sessions in their schools. They also take courses and summer workshops at the university, and act as supervisors to the interns. Inservice teachers design their own courses to meet individual needs. (3) Both components are served by doctoral students in the Integrated Day Program, which offers a comprehensive, individualized doctoral degree. Some of these students act as resource personnel, visiting classrooms, providing ideas and resources, coordinating meetings, and conferring with the teaching team. By arrangement with school systems, staff provide assistance on open classroom concepts to principals and teachers not participating in degree programs. Staff also consult with school systems on the design of staff development programs.
Staff:	Two directors, Masha K. Rudman and R. Mason Bunker; three faculty members; and doctoral students.
Setting:	The program's activities are divided among the School of Education, on-site work, and satellite centers/resource locations.
Participation:	Students enrolled in the program, and school systems throughout Massachusetts participate.
Fees and Credit:	Programs lead to undergraduate and graduate degrees from the University of Massachusetts. University fees.
Affiliation:	School of Education, University of Massachusetts. The program also works closely with school districts in western Massachusetts and beyond, with school collaborations, and with the USOE-funded Amherst Area Teacher Center.

Support: School of Education, University of Massachusetts. Contracts with school districts fund the work of program resource people in the field.

Decision Making: Major decision making involves principals, teachers, school superintendents, and faculty. As staff members, faculty and doctoral students meet weekly for group decision making.

Origin: Established in 1969–70 under the sponsorship of the New England Program in Teacher Education as an interstate staff development cooperative.

Information: Program description.

In Touch, published quarterly, subscription $4/year; single issue, $1.

NORTH SHORE EDUCATION CENTER, INC.

25 Sohier Road
Beverly, Massachusetts 01915

(617) 922-0071

Director: Philip C. Sweeney

Hours: Tuesday and Thursday, 2–5; Wednesday, 10–12 and 1–5. Center closed for approximately four weeks in mid-summer.

Program: The primary goal of the center is to improve the school experience of children by encouraging and assisting teachers to use individualized and creative approaches to learning in the classroom.

Workshops, seminars, and lectures are offered emphasizing direct involvement and experimentation and designed to help translate learning theory into practice. Local resource people familiar with programs and program needs in the area are used as leaders to explore with teachers new classroom-tested approaches in various instructional areas.

The center serves as a clearinghouse for industrial scrap materials from over 110 industries in the area. The materials are recycled to make imaginative and functional instructional resources, curriculum supplements, and educational enrichment devices. Members and non-members can drop in to use any of the materials or other resources of the center.

Needs Assessment: The Beverly Elementary School Needs Assessment is a questionnaire asking Beverly elementary teachers to specify their requests for help in five main areas: (1) physical facilities; (2) development and implementation of curriculum; (3) student social and emotional development; (4) community resources; (5) teacher professional growth and development.

Evaluation: Teachers in North Shore communities are asked to complete the North Shore Education Center Questionnaire to evaluate its services.

Resources: Curriculum materials, displays, supplies; two workshop rooms. Resource/recycle store with educational materials and recycled industrial scrap materials for sale. Recycle displays show curriculum and learning ideas and adaptations. Resource library/lounge with extensive library of commercial products, instructional programs and materials, references, and catalogues, and a comfortable space where teachers can review programs or get professional advice from staff. The center maintains an extensive "idea file" and teachers' "swap board."

Staff: Julie Besser, president; Philip C. Sweeney, executive director; Mark Alexander, resource director; Gary Renard, physical plant/maintenance; 25 volunteer professionals for consultation, advice, workshops.

Setting:	Several large rooms in a former trade school building owned by the Beverly Public Schools. Beverly is 20 miles northeast of Boston.
Participation:	Preschool-8 teachers from public, parochial, and private schools participate on volunteer time. Crafts groups, community organizations such as Girl Scouts, Camp Fire Girls, and Cub Scouts, parents, and students from northeast Massachusetts also participate.
Fees and Credit:	Individual membership fee $15; discounts for groups; $7.50 membership fee for secondary and undergraduate students. Membership entitles individual to one free shopping bag of recycle materials per week, free subscription to "Recycler" newsletter, and discounts on non-credit workshops. Non-members pay $2.50 for shopping bag, full price for workshops, and 20¢ for newsletter. Credit for inservice workshops through local colleges and universities.
Affiliation:	Independent, non-profit corporation.
Support:	Space is donated by Beverly Public Schools. Operating income from membership fees, workshops, sale of recycled materials, contracted consultant services, CETA, and donations from private foundations.
Decision Making:	Executive director makes day-to-day decisions; organization decisions made by board of directors comprised of 16 teachers, administrators, and community representatives.
Origin:	The center was started in 1969 by seven people including two teachers, a former teacher, and four school committee members. Initially, principals and teachers from the community offered inservice workshops. The center was incorporated in 1972 as a non-profit, tax-exempt educational corporation, and the recycle component began in 1975.
Information:	"Recycler," monthly newsletter. Designed primarily to reach teachers who do not have the time or transportation to visit the center, the "Recycler" contains news and commentary regarding area education innovations, methods, and models submitted by subscribers; a calendar section announcing upcoming workshops and future happenings of educational interest; a teacher "Outreach Forum" section to publicize successful instructional models, techniques, and materials. Illustrations and narrative provide sufficient description so other readers may implement similar ideas. A "Teacher Chat" section is provided to help teachers experiencing difficulties in teaching. Teachers write in anonymously with specific educational dilemmas. Responses from readers who have handled similar difficulties are printed in subsequent issues.

THE ENGLISH HIGH TEACHERS' CENTER

Room 610
The English High School
77 Avenue Louis Pasteur
Boston, Massachusetts 02115

(617) 738-8848

Directors: Beverly Mawn and Philip Stec

Hours: Monday through Friday, 7:30–3. Closed July and August.

Program: Based on a developmental model and a commitment to integrating staff development with school renewal efforts, the center offers programs designed exclusively for secondary teachers at English High School.

The center provides assistance to teachers in the form of seminars, workshops, graduate course work, and consultancies. The focus is on assisting the high school in developing curriculum and improving instruction in the building. Particular emphasis is placed on the needs of secondary teachers in an urban setting.

Many programs are offered during the school day. Graduate courses meet after school and are conducted by University of Massachusetts faculty. Center personnel provide assistance to teachers in curriculum development, alternative programming, locating resources, and other areas. A grants program allows teachers to submit proposals for funds to purchase materials for assistance in curriculum/teaching development.

Resources: Filmstrips, slides, tapes, cassettes, microfiche, movies, overhead projector, duplicator, thermofax, typewriters, meeting room, small professional library, coffee. Access to audiovisual hardware and school system's administration library. Small grants to faculty who wish to pursue development of alternative programs and for teachers to take students on field trips.

Staff: Beverly Mawn and Philip Stec, directors; full-time instructional aide. University of Massachusetts faculty act as consultants.

Setting: The center is located in a large attractive suite of rooms adjacent to the library on the sixth floor of English High School (a ten-story, two-building facility), the oldest high school in the United States.

Participation: The center serves all faculty at English High. Participation is voluntary. Teachers may use the center during the day on a drop-in basis or during their planning and development period, and after school. University teaching assistants and student teachers also participate.

Fees and Credit: Free for non-credit. Graduate credit is optional through the University of Massachusetts/Amherst for salary increment or toward earning an advanced degree (a number of teachers are enrolled in master's, CAGS—certificate of advanced graduate study, and doctoral programs).

Affiliation: The English High School and the University of Massachusetts/Amherst.

Support: The center is supported through the English High-University of Massachusetts/Amherst collaborative, funded through Chapter 636, state aid for desegregation, as well as through substantial in-kind contributions from both institutions.

Decision Making: A representative board, comprised of a majority of teachers, meets monthly and is responsible for setting overall policy. In addition to teachers, the headmaster, center staff, the U Mass project director, and a U Mass faculty member, the board includes both a parent and a student representative. Center directors are responsible for day-to-day management, planning, and decision making.

Origin: English High School and the University of Massachusetts/Amherst entered into collaboration in 1975. The purpose of the collaborative was to provide a unique site-based degree program for teachers so that theory and practice could be successfully integrated, as well as to provide support for the development of educational options for students. In September 1977, the collaborative sponsored the opening of the teachers' center at English High to increase support for all faculty, including those who chose not to participate in the degree program.

Information: Brochure; program booklet describing degree program and graduate course offerings; slide/tape presentation.

TEACHER CENTER BROOKLINE

88 Harvard Street
Brookline, Massachusetts 02146

(617) 734-1111, ext. 319;
messages, ext. 210

Director: Muffy Paradise

Hours: Monday and Thursday, 1:30–5:30; Wednesday, 8:30–5:30. Closed during summer.

Program: The center was conceived by a small group of teachers who felt the need for a place where teachers could meet, learn from each other, share skills, and help each other grow as teachers and individuals. They thought a teacher center would be a concrete way to overcome teacher isolation by providing a means for teacher support in the classroom across grade level or school lines. Moreover, teachers would be able to discover their own needs in learning so that they could make plans for meeting those needs, while at the same time sharing their skills with other teachers.

After-school workshops are held in arts and crafts activities, extending curriculum, literacy skills (including papermaking, bookbinding, lettering, layout, printing, writing), record keeping, and learning games. Longer-term series of workshops or year-long study and reflection groups meet on children's thinking, democratic classrooms, teachers as researchers. The center offers consultation services, observation, and advisory services in classrooms at a teacher's invitation. There is opportunity for drop-in for conversation and sharing ideas.

Needs Assessment: We rely most on informal needs assessments through continual conversations among teachers, the teacher center director, and the board of governors in schools. We see those conversations as part of the process of articulating and designing programs to support growth and change. We also use a systemwide, inservice needs questionnaire every other year.

Evaluation: We keep a daily log, asking participants to record what they did and what materials and resources were used. From the log we compile statistics of use annually. Workshop evaluation sheets are used sometimes. Long-term seminar participants keep journals documenting their notes, ideas, and participation in center activities over the five years.

Resources: Resource library, active-learning curriculum display and supplies, printing and papermaking materials, duplicating and laminating equipment, wood and cardboard carpentry tools and materials, sewing machine, slide projector, typewriters, tape recorders, cameras, recycle materials.

Staff: Muffy Paradise, part-time resource teacher/director. "Like any one-person staff, part-time at that, I do some of everything, and everything of some things—administration, teaching, consulting, initiating programs, lettering and layout of calendars and monographs, writing proposals, coordinating inservice within the system, observing and advising in classrooms, connecting teachers around common interests and needs, ordering supplies."

Setting:	Two areas on an upstairs balcony in the Brookline Public Schools administration building; space for individual or group work, discussions, informal sharing, and meetings. Brookline is close to Cambridge and Boston.
Participation:	Brookline public elementary teachers, administrators, and preservice students attend on volunteer time. A few high school teachers participate.
Fees and Credit:	Free. Graduate credit or internships can be arranged through local colleges (at regular academic fees). Inservice credits available for system requirements. Visitors from outside the Brookline district pay $1 to use facilities.
Affiliation:	Brookline Public Schools, the local school district, which is part of a consortium (Boston University) and a collaborative (Education Collaborative of Greater Boston).
Support:	All operational support is currently from the local school district. (Staff and program support is under $8000 per year.) The Education Collaborative supports some programming. A one year research grant from the Teachers' Centers Exchange supports an investigation of teacher development in teacher centers.
Decision Making:	A board of governors consisting of a resource teacher, representatives of all schools within Brookline Public Schools, district directors of instruction, and principals, aided by three standing committees (administrative, program and evaluation, and funding), determines center policy. Staff is hired by the district from recommendations by the board of governors and is supervised by the board within the policies of the local district.
Origin:	The center was initiated in 1974–75 by a group of teachers with support from the school district.
Information:	Monthly calendar; annual report. Publications below $1 each.

Field, Kristin. "Teacher Development: A Study of the Stages in Development of Teachers." Brookline, Mass.: Teacher Center Brookline, 1979.

Martin, Anne. "Teacher Center Brookline: A Local Approach to Professional Development." Brookline, Mass.: Teacher Center Brookline, 1976.

Martin, Anne, and Paradise, Muffy. "Extending Experience with Literacy Crafts: The Center, the Teacher, and the Classroom." Brookline, Mass.: Teacher Center Brookline, 1979.

Paradise, Muffy; Mosher, Ralph; Lickona, Tom. "Democratic Classroom Theory and Practice: A Teachers' Curriculum Workshop." Brookline, Mass.: Teacher Center Brookline, 1979.

Watt, Molly. "Thinking About Thinking: A Description of a Seminar for Supporting Teachers' Growth." Brookline, Mass.: Teacher Center Brookline, 1979.

PERLEY ELEMENTARY SCHOOL TEACHERS' CENTER

Perley Elementary School
51 North Street
Georgetown, Massachusetts 01833

(617) 352-8112; 352-2596

Director: Vincent A. Scaduto

Hours: Monday through Friday, 8–5:30.

Program: Our teachers' center of Perley Elementary School stresses the importance of providing professional development experiences that meet individual needs. The center acts as the hub for professional experiences at Perley Elementary School.

The teachers' center seeks to strengthen teachers' skills by providing opportunities to assess goals and teaching style, and to take charge of professional growth activities. The center offers a variety of workshops, courses, discussion groups, and special programs designed by teachers, administrators, and college educators. These include after-school workshops on topics such as classroom management, reading remediation, systematic parenting, special needs, guidance, and teacher burnout.

Needs Assessment: A needs assessment of all Perley faculty was done in spring 1979 and showed nearly unanimous interest in having a teachers' center. Current workshops address topics teachers identified as their main concerns.

Evaluation: Workshop sessions conducted by professors from Salem State College are evaluated by participants.

Resources: Curriculum materials, kits, work area, typewriter, desks, ditto machine, a collection of recyclable materials, professional library (journals and books), and coffee machine.

Staff: Principal, Vincent A. Scaduto, and teachers (informal organization).

Setting: A special needs classroom has been converted into a comfortable meeting and work space at Perley Elementary School. Georgetown is in Essex County, north of Salem.

Participation: Teachers of Perley Elementary School (K-2) and occasionally Penn Brook Elementary School participate on a volunteer basis during the school day and after school. Parents and the Parent-Teacher Organization also meet in the center.

Fees and Credit: No cost. Teachers who take 10–15-week workshops receive in-house (district) salary credits.

Affiliation: Georgetown Public Schools.

Support: Georgetown Public Schools give space and heat. Workshop funds from ESEA Titles I and IV-C, and commonwealth inservice institutes. Parent-Teacher Organization has donated some funds.

Decision Making: Informal group decision making by staff of Perley Elementary School.

Origin: Beginning in the spring of 1979, the center was created to address issues related to teacher burnout and general sense of the "blahs." Superintendent of Schools Robert J. Sinibaldi and Principal Vincent A. Scaduto were key in getting the center going.

Information: Periodic listing of course offerings.

ARTS RESOURCE CENTER

7 Franklin Street
Greenfield, Massachusetts 01302

(413) 772-6811

Mailing Address:
Box 364
Greenfield, Massachusetts 01302

Director: Jerri Husch, manager of the center; Mary Kay Hoffman, director of the Arts Council of Franklin County

Hours: Monday through Friday, 9–4:30; Saturday as scheduled for workshops.

Program: The Arts Resource Center has existed as a collaborative effort between the Arts Council of Franklin County and the school districts within the county. As such it has sought to: (1) act as a liaison between local cultural organizations, artists, and schools; (2) provide and distribute materials to aid classroom teachers in integrating the arts into traditional classroom settings; (3) by using community facilities and talents, expand and develop an inventory of arts-related resources and texts that meet curriculum needs of Franklin County teachers.

The Arts Resource Center offers: (1) inservice workshops on integrating the arts into the traditional curriculum; (2) learning kits in the arts in the following areas: photography, color, sound, kites, egg and fabric batik, wood-working, ceramics, printing, weaving, and haiku. These kits are delivered to Franklin County Schools as requested; (3) play workshops on selected Saturday mornings for area children.

Needs Assessment: A formal needs assessment questionnaire was developed as part of the initial grant. Teachers overwhelmingly felt that the arts were underrepresented in the schools and that such a service would be more than welcome. Since then new ideas and needs from the teachers are usually voiced in-person, as a drop-in, or with respect to how the various learning kits were used.

Evaluation: All kits include an evaluation form developed for that kit. Both teachers and children complete the form. For the final report of the project, an overall evaluation form was developed.

Resources: The center offers learning kits, a recycle center full of collectibles—egg cartons, fabric, bottles, jars. There is a lending library of arts- and curriculum-related materials, including guides for the use of art in the class.

Staff: Jerri Husch, full-time manager, Arts Resource Center; Kate Rutherford, full-time secretary for Arts Council; the Greenfield Public Schools Volunteer Program (Volunteers in Public Schools, VIPS) are responsible for and maintain the recycle center.

Setting: The resource center is housed in the basement of the Arts Council of Franklin County's building. The building is an excellent example of Gothic Revival architecture and is part of Greenfield's historic district. Greenfield is the county seat of Franklin County, the most rural and agriculturally oriented county in Massachusetts. It is in the northcentral part of the state on the Mohawk Trail, 20 miles south of the Vermont border and 100 miles west of Boston.

Participation: The center has been serving the outlying towns of Franklin County, and has been geared for K-6 teachers who participate on volunteer time. Both parents and teachers have been actively involved in the resource center with minimal participation on the part of school administrators. The play workshops for children have been well attended.

Fees and Credit: Free workshops carry no credit. The schools pay 50¢ for each student in the county using the kits.

Affiliation: We are a collaborative effort between the schools in Franklin County and the Arts Council of Franklin County.

Support: Support for the project has come from ESEA Title IV-C funding (1979–80 is last year of this funding). There is also a working relationship with the VIPS program of Greenfield, as well as limited funding from local business firms (Erving Paper Company and others).

Decision Making: There is an advisory board made up of parents, teachers, and administrators interested in resource center programs. As the director of a state-funded project, Jerri Husch is responsible to the state department of education officer and to Mary Kay Hoffman, director of the Arts Council of Franklin County. The hiring of staff is a joint procedure between Mary Kay and Jerri.

Origin: The resource center grew out of a realization that the elementary schools in Franklin County were severely limited in the available resources required to give the students a good background in the arts. The Arts Resource Center formally opened in 1976 with money from an ESEA Title IV-C grant. With that money and with the energy of volunteers from the Arts Council membership and a number of teachers, ten color kits, ten sound kits, three camera kits, and one printing press kit were assembled. Each year thereafter additional kits were assembled and utilized within the elementary schools. The fourth-year funding (which we are using in 1979–80 to maintain the center's services) was received after the project was validated by the state for diffusion.

Information: At this time publicity about the resource center is directed to schools outside of Franklin County because schools in the county are already using the kits. We still maintain a brochure describing the center, as well as write a brief column in the Arts Council's newsletter, "Arts Pace." There is a videotape available describing the resource center as well as a slide/tape presentation.

NANTUCKET LEARNING AND RESOURCE CENTER

Vesper Lane
Nantucket, Massachusetts 02554

(617) 228-4612

Director: John D. Miller

Hours: Monday through Friday, 8-5. Some evening hours. Open all year.

Program: The Nantucket Learning and Resource Center was established as a curriculum resource center and materials production laboratory to help teachers individualize, personalize, and enrich the classroom learning experience. As such, the NLRC is both a neutral, convenient, non-critical meeting area, and a process. As a process, our main criteria are to meet the needs of teachers, both professionally and as adult learners. Ultimately, the process helps teachers meet the learning needs of students.

The program includes:

Continuing education—workshops, teacher-led seminars, courses, inservice education.

Experiential education—"Guide-on-the-side" program, introducing innovative natural science curriculum to teachers and students; ropes course—pilot curriculum units; field trip opportunities; connections to community resources.

Classroom assistance—resource collaboration (staff or specialist provides short-term help in classroom).

Community—teacher/parent task forces and interaction—general resource support.

Needs Assessment: The educational needs of Nantucket students and teachers are continually assessed, both formally through standardized evaluation methods (surveys, questionnaires, interviews, newsletter) and informally through performance in the classroom. Communication has proved to be the most direct and valuable tool of measuring needs, due partly to the relatively small size of the Nantucket school system.

Evaluation: A policy board evaluation is conducted, as required by USOE. Staff conduct ongoing, informal evaluation of their project and effects.

Resources: We offer a site, located within walking distance of the schools, for teachers and community members to congregate, for release time days, workshops, and seminars. We offer a professional education library (books, catalogues, magazines) to supplement those presently available on the island; we have audiovisual equipment and a darkroom. We also offer duplicating, laminating, and scanning machinery for printing purposes.

Staff: John D. Miller, full-time director; Nancy Swope, part-time administrative assistant; Kim Downs, full-time librarian/manager; Susan Richman, full-time "Guide-on-the-Side"; Doug Frazier, part-time advisor/grants consultant.

Setting: First and foremost, Nantucket is an island approximately 14 miles long and 7 miles wide located 30 miles off the coast of Massachusetts: this makes our setting unique. The NLRC is located about a mile from Nantucket Center, just around the corner from the schools in a rented duplex unit of what used to be Coast Guard housing. The building offers four work areas, a library area, a large meeting room, office areas, and kitchenette.

Participation: Teachers (both elementary and secondary) participate during release time, for specific workshops or seminars, and on volunteer time for after-school meetings. Elementary and secondary teachers are granted release time up to one day per year per teacher to do research projects, and curriculum development at the center, if approved by the superintendent. Community members of organizations which are educational in nature, or ultimately serve student needs, utilize NLRC resources (Librarians of Nantucket, police force, teen center, counseling service, Girl Scouts, American Field Service, Affirmative Action). School administrators have used the center as a receptive yet neutral meeting place to explore and exchange educational ideas. Students have used library resources and staff for specific projects.

Fees and Credit: Small fees ($2–5) for special workshops (e.g. Christmas workshop) or seminars. Credit is available on a cooperative basis with local colleges.

Affiliation: Nantucket Public Schools.

Support: USOE Teacher Centers Program funding is our main source of support, with in-kind contributions from local public schools.

Decision Making: The NLRC policy board consists of 12 members: seven classroom teachers, one school committee representative, one private school representative, the school system superintendent, and one representative of Nantucket Island School of Design and the Arts. The board meets formally approximately every two weeks, and makes decisions concerning administering the grant award and assurance that the center responds to changing teacher and student needs. The board makes policy decisions concerning goals and focus. The NLRC staff carries out the policy, making strategical and programming decisions with board approval.

Origin: The idea for a center grew out of teacher-expressed needs. When the USOE money became available, the group of teachers were given an added impetus, and developed into a formal policy board. This growth process took from January 1976 to 1978. The center officially opened, as a program and a place, in January 1979.

Information: Calendar; "The NLRC Newsletter" published quarterly; "The Nantucket School Bell," a school newsletter from the administrative perspective. No charge for these publications.

TEACHERS' CENTER OF NEWTON

100 Walnut Street
Newton, Massachusetts 02160

(617) 552-7721

Director: Constance A. Turner

Hours: Monday through Thursday, 1–5.

Program: The program consists of teacher-led workshops and luncheons every other month. The luncheons feature a speaker and usually are attended by over 50 teachers. Workshops running from September through December have an average of 15 participants each who sign up in September. Topics include physical education for classroom teachers; setting up an art corner; weaving experiences for young children; children's literature; bilingual support group; music activities for teachers; teaching/learning seminar; classroom design; math games; language arts; how to give a workshop.

Needs Assessment: A needs assessment was conducted in September 1978 to help guide the center in planning programs. In June 1979 we did an informal survey in order to plan the September 1979 program. We will continue with a needs assessment system. Teachers on the program committee generate plans and talk to teachers about what they would like to see offered at the center.

Evaluation: We use an evaluation form for the workshop participants and the leaders.

Resources: Our center is well stocked with tools, cores, triwall, a recycling center, materials for game-making, and displays of teacher-made materials. We also have "The Store" from which teachers can buy a wide variety of materials and charge them to their school.

Staff: Constance A. Turner, director, 16 hours per week, and kindergarten teacher part-time; Jimmy Sampson, high school work-study student, 15 hours per week; volunteer staff of two teachers for two hours, four days a week.

Setting: We are located in two bright and sunny classrooms situated in the rear of the Newton Education Center. It is an excellent location since teachers use the Education Center often because it is the resource and materials center for the entire school system. Newton is a suburb west of Boston.

Participation: The center serves the teachers of the 18 elementary schools in Newton and all support staff who work with those teachers. The teachers' center has ten release or professional days. The center's executive board decides how they will be used.

Fees and Credit: All materials at the center are free with the exception of triwall and materials in "The Store."

Affiliation and Support: Newton Public School System.

Decision Making: Executive board, consisting of eight teachers and the director, makes major decisions at monthly meetings.

Origin: In spring 1978, a committee of six teachers began discussing the possibility of starting a teachers' center in Newton. After several meetings, they took their proposal to the central administration, who supported the plan. Interest grew, and the center opened in fall 1978.

Information: Monthly newsletter.

FRENCH RIVER TEACHER CENTER

446 Main Street
Oxford, Massachusetts 01540

(617) 987-0695

Director: Rob Richardson

Hours: Monday and Wednesday, 9–6; Tuesday and Thursday, 9–8; Friday, 9–4.

Program: The purposes of the center are to provide professional development activities for educators; continuing educational programs and services for the communities served; and a resource center supplying curriculum development aids and an educational "idea bank" for educators.

Overall our aim is to organize programs with the educational community (teachers, administrators, school committee members, and parents) that help maximize the educational benefits to children.

The center's teacher-organizer program offers workshops on specific topics given by local teachers for local teachers. Graduate courses on selected topics chosen by the policy board and instructed by local educators or state college professors are also given. The center invites anyone in the community with an interesting topic to teach a non-credit course at the center.

The mini-grant program allows educators to apply for small grants to help work on a self-determined educational problem. They may hire a consultant, buy materials, or visit another program.

A yearly contest is sponsored to choose a group of teachers representing a school system who create the most effective inservice program. Winners are chosen by participants and outside judges.

Needs Assessment: Questionnaires are sent to each teacher; informal surveys are taken after workshops and in teacher rooms.

Evaluation: Questionnaires are filled out after each program; informal evaluations are made by staff, policy board, and building representatives. A team of six local teachers, working with a professional evaluator, are currently conducting a needs assessment evaluation of the center.

Resources: One large room with round table, couches, and chairs to work in or relax. Resource center (reports, periodicals, reference materials); make-and-take corner. Slide projector, drymount press, tape recorder, copiers.

Staff: Rob Richardson, director; Lillian Gaudette, resource coordinator; Carolyn Germain, secretary.

Setting: The center, a large room with a small office attached, is housed in an old paint store. Located in Oxford, a small town south of Worcester in central Massachusetts, the center serves ten school systems throughout the rural area of south Worcester County.

Participation: K-6 teachers participate on volunteer and some release time. Vocational school teachers, junior high and middle school teachers, and administrators also use the center. Community members attend adult education courses and a "parent partnership" program.

Fees and Credit: Graduate courses for credit are offered at the center through Worcester State College for $90 tuition. The policy board chooses topics and instructors. The center has begun a three-year graduate reading program in one town for 20 teachers.

Affiliation: The center is a collaboration of ten school systems and one Special Education Collaborative. Oxford Public Schools is fiscal agent, and a representative from Worcester State College sits on the policy board.

Support: The center is supported by a grant from the USOE Teacher Centers Program. Some income is raised from fees charged for courses and use of equipment.

Decision Making: Policy board made up of two representatives from each of ten school districts, one representative from the Special Education Collaborative, one school committee member, one superintendent, one Worcester State College representative, and one representative from the regional office of the state department of education. Staff make recommendations to the board at monthly meetings.

Origin: In October 1977, after several planning sessions held by area superintendents, a collaboration of teachers from 13 towns in central Massachusetts was formed. The teachers selected a policy board to determine the needs of 1153 faculty members in the region, and in 1978 submitted a proposal to the USOE Teacher Centers Program. The proposal was accepted and the center was funded in July 1978.

Information: Newsletter; fliers. Slide/tape presentation of the center and satellite schools.

TEACHER-COMMUNITY SEED CENTER
(Sharing, Exploring, Educating
and Developing)

Crittenden Building
Ashfield Street
Shelburne Falls, Massachusetts 01370
(413) 625-2555

Director: Steven Germain

Hours: Monday through Friday, 9–5; weekends and evenings for scheduled workshops and classes.

Program: SEED Center's goal is to link nine rural towns in the largest geographical school district in Massachusetts by organizing and coordinating educational materials and resources. The center offers after-school, evening, and weekend workshops, mini-courses, and graduate courses. Workshop topics range from designing learning centers to developing curriculum about alcohol and drug abuse. Mini-courses created with the community in mind offer such classes as local artists teaching photography, stained glass, children's book illustration and writing. Graduate courses include topics such as Transactional Analysis for Educators. The center is also open on a drop-in basis for consultation and conversation.

A recent innovation at the SEED Center includes an expanded array of options for teachers, based on the belief that no single inservice program works for everyone. Mini-grants in small amounts are available for teachers to design their own inservice projects.

Another recent change has been validation of the SEED Center by the state, which provides funds to disseminate the program to interested schools within Massachusetts. These funds have provided for the printing of a publication entitled "Teacher Centering—A Resource Guide," which is available to anyone for $10.

Needs Assessment: Informal meetings with teachers. The advisory board provides a link with the schools.

Evaluation: Informal. The center reviews programs immediately after their completion. Evaluation form for workshops.

Resources: Professional library, including educational magazines; resource lending library with learning kits, games, posters, and activity books. Recycling center with materials, craft examples, idea books, and space for workshops. Darkroom, drymount and laminating presses, duplicating services, cable television.

Staff: Steven Germain, full-time director; Christine Baronas, full-time resource coordinator.

Setting: SEED Center occupies a former classroom in a retired school building that also houses the superintendent's offices. Centrally located in the nine-town school district, Shelburne Falls is on the Mohawk Trail twelve miles west of Greenfield in western Massachusetts.

Participation: District elementary and secondary teachers participate on release and volunteer time. Students, administrators, and community members also use the center.

Fees and Credit: Workshops with inservice credit available to district teachers are free. Mini-courses, usually lasting five weeks, cost $15 plus materials. Two- and three-credit graduate courses available through University of Massachusetts, North Adams State College, and Westfield State College; fees vary.

Affiliation: Sponsored by one regional high school, five elementary schools, one private school, and seven school committees in the nine-town area (Buckland, Shelburne, Colrain, Ashfield, Plainfield, Rowe, Heath, Charlemont, Hawley).

Support: ESEA Title IV-C funding as well as local school committees' support. Small income from graduate course and mini-course fees and use of duplicating equipment by the community. The superintendent's office provides space and has contributed in-kind services.

Decision Making: Advisory board of teachers, administrators, and community representatives.

Origin: "Proposed as an effort to resurrect the tradition of people depending upon one another for social, emotional, and intellectual support, in order to foster the development of teachers, schools, and the community," the SEED Center was initiated by the regional school district in September 1976, with ESEA Title IV-C funds.

Information: Monthly newsletter/calendar; course catalogue, and the book "Teacher Centering—A Resource Guide" available for $10 through the SEED Center. The book provides concrete information for anyone interested in starting or improving a teacher center and covers such topics as: funding, inservice programming, mini-grants, program objectives, administrative issues, needs assessments, and detailed programming procedures.

THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT

469 College of Education
Wayne State University
Detroit, Michigan 48202

(313) 577-1684

Director: Jessie Kennedy

Hours: Monday through Friday, 8:30–5; open Saturdays and evenings for scheduled activities. Open all year.

Program: The center provides inservice programs to improve competencies and skills in teaching. The overall goal of the center is to raise pupil achievement and to provide supportive functions and services that will contribute to the professional growth of center users. Other foci include cooperating with educational institutions and organizations, developing educational leadership, and disseminating information about successful educational programs. Services are provided through three center components:

Field Consultant Services (Outreach): Any school staff, professional or paraprofessional organization, group of staff members, or any individual with a significant, documented need for staff development may contact the center for consultant services. The center offers consultants to enable the requester to engage in a productive, professionally effective inservice activity, such as a workshop, seminar, or individual consultation.

Special Project Schools: Several Detroit schools whose faculties demonstrate commitment to the center's sequential inservice process have special involvement with the Detroit Center. The inservice specialist assigned to these schools assists faculty with analyzing and prioritizing their training needs. Professional growth and development services are provided.

Educational Resource Centers—Reading and Mathematics: The resource centers are curriculum laboratories which have equipment, materials, and other resources for demonstration and practice. They also offer workshops, seminars, exhibits, and lectures on current educational issues.

Needs Assessment: (1) Formal assessment (paper/pencil): (a) Surveys of teachers, administrators and supervisors, and paraprofessionals; (b) mathematics survey; (c) reading survey; (d) Wayne County Assessment. (2) Diagnostic Encounter: To assure that center-sponsored staff development activities offered in response to specific requesters are "on-target," center staff interact directly with each requester.

Evaluation: Participants are asked to evaluate each major center activity. Data are collected by questionnaire and other follow-up methods on: (1) The extent to which specified goals and objectives have been met; (2) The value of specific inservice activities.

Staff: Full-time: Jessie Kennedy, director; Theresa Lorio, assistant director; Doris Chenault, Henry Cade, inservice specialists; Gary Marchionini, mathematics specialist; Carol Stenroos, reading specialist. Elaine Hockman, part-time evaluation specialist. Three full-time clerical staff and two part-time student assistants.

Setting: Offices are housed in the College of Education, Wayne State University. Wayne State is a large, urban university located in inner-city Detroit. Activities also take place in four elementary Special Project Schools.

Participation: Center services are offered to all Detroit educators, K-12: 9,698 teachers, 1,311 administrators and supervisors, and 3,086 paraprofessionals. Participation is largely on volunteer time. When appropriate, students and parents may be included. In addition, service is often rendered to the following: student teachers, their sponsoring teachers, and educators from neighboring districts. Release time provided on a limited basis.

Fees and Credit: Most activities are free, except for an occasional materials fee. Workshops and seminars offer no credit. However, the center may serve as the catalyst for structuring credit courses with cooperating colleges.

Affiliation: Detroit Public Schools.

Support: (1) State funding—salaries, materials, equipment; (2) Detroit Public Schools—one inservice specialist without cost to the center; (3) Detroit Federation of Teachers—space for selected workshops and publishes notices of center activities in *The Detroit Teacher*; (4) Wayne State University—support for maintaining staff in the summer when the center and College of Education offer a reading and mathematics clinic. Supportive services from Wayne County Intermediate School District and the Organization of School Administrators and Supervisors.

Decision Making: Policy board: Detroit Federation of Teachers (six members) Detroit Public Schools (two members); College of Education, Wayne State University (one member); Organization of School Administrators and Supervisors (one member); Wayne County Intermediate School District (one member). The policy board determines overall policy. Program decisions are made by staff with direct involvement of participants and advisory committees (general, reading, mathematics, evaluation, paraprofessionals), made up of teachers, administrators, and community.

Origin: The Detroit Center, operating since March 1976, was the first of three state-funded professional development centers in Michigan. Its establishment represented a major commitment by the state superintendent of public instruction, state board of education, and state legislature to support the efforts of educational leaders in Detroit to pioneer new directions in inservice education. Beginning in 1979 state funding for staff development was changed from direct grants to centers, to entitlement grants to all school districts based on the number of professional staff.

Information: Brochures, center documents, annual reports, slide/tape presentation.

TEACHER RESOURCE CENTER

Detroit Public Schools
George School
4110 Russell
Detroit, Michigan 48207

(313) 831-2772

Director: Helen Hart

Hours: Monday through Friday, 8:15–4.

Program: The Teacher Resource Center provides a base for experimental programs and new instructional materials; a link between preservice and inservice; a vehicle for using local staff strengths and creating a staff development cadre in each school; a materials and idea center developed and tested by Detroit teachers and students; research results and assistance in implementing those results in the classroom.

The center offers an opportunity for all groups and individuals to examine, develop, and duplicate materials; participate in staff development activities; discuss problems with a consultant; request assistance with classroom problems; communicate with other teachers and administrators; develop successful teaching strategies; request workshops and seminars; browse.

Needs Assessment: Needs assessments are conducted informally through a forum that asks for participants' areas of strength, and what they would like assistance with.

Evaluation: Workshop participants are asked to complete evaluation forms that ask questions such as, "a particularly outstanding feature of this workshop was. . . ." "A follow-up to this workshop should focus on. . . ."

Resources: Duplicating and laminating equipment; typewriter; slide and filmstrip projectors. Reference library; games and activities; curriculum displays and supplies.

Staff: Helen Hart, director; Roslyn McClendon, administrative coordinator; Hattie Brown, consultant; Ora Conyers, consultant; Mildred Daniels, consultant; Estelle Fisher, consultant; Marjorie Patton, consultant, Louise Felder, secretary; Ruth Goodstein, secretary.

Setting: Four large rooms on the second floor of an elementary school in a downtown redeveloping area of Detroit. The center is near the main administration building of the Detroit Public Schools, and is accessible by three major freeways.

Participation: Teachers from all grade levels, including substitute teachers, student teachers, supervising teachers, sponsoring teachers, interns, and paraprofessionals from all parts of Detroit. Parents, administrators, and community people also use the center.

Fees and Credit: No fees or credit at present. Plans are being made to offer university course work.

Affiliation: Office of Staff Development and Teacher Training, Detroit Public Schools.

Support: Detroit Public School System; ESAA funds.

Decision Making: Staff makes decisions based on advice from school personnel and superintendents.

Origin: The center, which opened September 1977, developed through intern programs with Michigan State University and Wayne State University.

Information: Information sheets; "On Target," brochure; "Have a Problem?" poster; description of the center.

EDUCATOR CENTER FOR PROFESSIONAL DEVELOPMENT

Kalamazoo Valley Intermediate School District
1819 East Milham Road
Kalamazoo, Michigan 49002

(616) 381-4620

Director: Gerald E. Geik

Hours: Monday through Friday, 8–5; open evenings and Saturdays, 9–3, for scheduled programs. Open all year.

Program: The center's primary purpose is to provide a variety of ongoing professional development programs from which educators can choose, so that self-directed professional growth is enhanced.

Teachers and administrators choose to participate in a variety of center-based awareness sessions, workshops, seminars, credit courses, training programs, and follow-up programs focused on a wide range of subjects. Topics include "Strategies and Techniques for Mainstream, Teachers K-12," "Ventures in Video," and "Activities for Energy Conservation Education." Programs are conducted in the evenings, during the school day, on Saturdays, and during the summer months.

School-based programs, facilitated by center staff, focus on the specific needs of building or district staffs. They take on many forms and reflect a variety of topics including the training associated with the adoption of educational practices validated by the National Diffusion Network.

A new project is "Creating the Our Classroom Feeling." This project aims to provide training to teachers that will help them address these concerns: motivating reluctant learners; dealing with discipline problems; improving students' self-image; resolving classroom conflict.

Needs Assessment: Both formal and informal processes are used including: surveys at the consortium level (most local districts served are members of a staff development consortium); interactive group processes at the building/district level; feedback from program participants; policy board priority-setting actions; and comments from consortium educators.

Evaluation: "Participant Feedback Instrument" and "Follow-Up Questionnaire." Data gathered with these instruments are periodically summarized for decision making as well as for reporting to audiences having interest in the center's effectiveness.

Resources: Included among the many program activities are workshops that focus on producing learning games, visuals, and manipulative items for use in the classroom. Materials and equipment for production (make-and-take) activities are typically provided for workshops. Curriculum information and materials related to validated educational practices also are available as buildings/districts search for solutions to educational problems.

Staff: Gerry Geik, center director; Jan Lutke, Sharon Wendell, Terri Schmuhl, secretaries; Pat Sahli, facilitator, school-based and center-based programs; Peg Luidens, consultant, Project Adoption Services, school-based programs; Fred DeVall, consultant, Project Adoption Services; Chick Moorman, Title IV-C "Our Classroom Feeling" project; Ione Condit, consultant, Title IV-C "Our Classroom Feeling" project; Phyllis Maul, consultant, gifted/talented education. All staff are full-time.

Setting: The Educator Center is housed in the Kalamazoo Valley Intermediate School District Service Center, located near the Municipal Airport in the Kalamazoo metropolitan area (southwestern Michigan). In addition to the offices for center staff, the Intermediate District provides four conference rooms in which programs are conducted.

Participation: K-12 teachers, administrators, and professional support staff from 50 school districts participate in programs of their choice on volunteer time, release time, and during the school day. The center provides several daytime programs during the course of the year. Typically, the local districts support release time for their teachers participating in these activities.

Fees and Credit: There are nominal registration fees for program offerings (approximately $1 per contact hour). The center occasionally offers credit courses in cooperation with colleges and universities. Fees for credit courses include tuition to the credit-granting agency.

Affiliation: The center is a service unit of the Instructional Division, Kalamazoo Valley Intermediate School District. A major portion of the local districts served by the center are members of a Staff Development Consortium.

Support: Salaries and program costs are supported by a combination of local funds, state staff development funds, and ESEA Title IV-C funds. Office and conference room space, telephones, reduced printing costs, and literature dissemination are provided by the Intermediate School District.

Decision Making: The center is governed by a Staff Development Consortium policy board. This board, composed of nine teachers and eight administrators, meets monthly to determine service and program priorities for the center. Specific programming decisions are made by center staff. Staff are hired by the fiscal agent (KVISD) and supervised by the center director, consistent with the fiscal and personnel policies of the Intermediate School District.

Origin: Under the leadership of Ron Sergeant, now Instructional Division Director at KVISD, a regional inservice effort was developed as a result of a 1971 ESEA Title III Open School project. When this project ended in 1974, an Inservice Division was born. This concept has been sustained with a variety of funding sources since its inception.

Information: Booklet describing policy board functions, center services, and operational guidelines. Calendars; program brochures. "The Educator Center News" is published for Consortium members four times each school year. Subscription: $2/four issues for non-members.

TEACHERS' CENTER
FOR PROFESSIONAL
AND STAFF DEVELOPMENT

221 Huron Street
Lansing, Michigan 48915

(517) 374-4367; 374-4114

Director: William Webb

Hours: Office hours: Monday through Friday, 8–4. Teaching Resource Room: Tuesday through Thursday, 4–6, or by appointment. Summer hours: Tuesday through Thursday, 9–3.

Program: The purpose of the center is to be a non-judgmental support and advisor to classroom teachers who may attend individually or in groups. Peer listening and action are keys to this center's success.

As an outgrowth of many visits to teachers' centers around the world and the continuous cooperation among teachers, administrators, and the College of Education at Michigan State University, the Lansing center has been designed and implemented in the following manner:

Teachers manage and develop professional growth activities through individual advisement, group inservices, workshops, Michigan State University courses, consultations, seminars, staff exchanges, and an inservice committee that identifies teachers' needs.

The hub of this model is the Instructional Development Team. From this group of educators stem various activities and programs such as: teaching resource room; drop in—sharing of ideas; make-and-take (materials provided); preservice programs; consultants in each curriculum area. The center is a facilitator of resources, both human and material.

Needs Assessment: Professional staff are surveyed at least once a year, and the center program is designed to meet the priorities identified.

Evaluation: Participants evaluate program both formally and informally.

Resources: Copy and laminating machines; wide variety of raw materials for construction of classroom aids; access to videotape and cable television use districtwide; areas for make-and-take, workshop groups, and seminars; displays of teaching strategies and learning centers on loan (centers are staff-made, teacher-made, and some commercially-made); textbook exchange; library facilities accessible are school district, state, intermediate district, and university; professional and curriculum library materials on loan in the center.

Staff: William Helder, director of staff development for the district; William Webb, director of teachers' center; Jacqueline Urso, coordinator of Teaching Resource Room; 15 members of the Instructional Development Team;

teacher consultants in particular content fields; and appropriate staff members from the University.

Setting: The center has a Teaching Resource Room with adjoining offices in an operating elementary school. Programs are offered in schools throughout the district upon request. The location is in the center of Lansing, the capital of Michigan.

Participation: The majority of participants are K-12 public and parochial classroom teachers (including special education teachers). Administrators, paraprofessionals, and students are occasional but welcome participants. Most participants are involved after school and evenings, but there is some release time participation.

Fees and Credit: No fees except for university courses. Professional growth credits for pay differential.

Affiliation: Lansing School District and Michigan State University.

Support: Lansing School District supports this program through various local, state, and federal monies.

Decision Making: The policy board of the program is made up of teachers and administrators, with ex-officio representatives from the intermediate school district, the university, and non-public schools. Staff decisions on programming are based on needs assessment and district goals. All hiring of staff is done by administration, and the coordinator of district inservice is appointed by the policy board.

Origin: The TTT (Training of Teacher Trainers) project originally involved classroom teachers in identifying and teaching instructional skills and strategies. These teachers and the professors with whom they worked were described as a Teacher Center Team. In 1976 the district merged these teachers with various other instructional support personnel, and in the same year, the Lansing School Education Association/Lansing School District Joint In-Service Committee was formed to assess needs and develop program for staffs of desegregated schools. As a result of this concern, the Teaching Resource Room was opened. It has grown from make-and-take in one room to a variety of individual, small-group, and even all-school activities utilizing the multiple talents available.

Information: Brochures; announcements; calendars. Videotape and slide/tape.

NORTHWEST
STAFF DEVELOPMENT CENTER

Wilcox Center
29530 Munger
Livonia, Michigan 48154

(313) 261-7440

Director: Dennis Sparks

Hours: Monday through Friday, 8–5. Open all year.

Program: The Northwest Staff Development Center offers a number of services: conference attendance fees; release time for planning, visitations; consultant services to assist with self-identified projects; mini-grants for ongoing staff development projects (e.g., development of remedial and enrichment workshops in math, language, arts, and creativity) to facilitate the professional development of a building faculty or other group; workshops around high interest topics such as relaxation techniques, career change, stress/conflict management for administrators. The workshops may be offered to participants from several districts or to the staff of an individual school. Sessions are offered at the center or at the school site.

Needs Assessment: Needs are assessed by NSDC committees or through interactive processes with a faculty or group of teachers. Data from an intermediate school district needs assessment is also available.

Evaluation: After a workshop, participants are asked to complete an evaluation form giving their overall impression of the workshop.

Resources: Cassette tapes of presentations and speeches by noted educators; file of laminated pictures to use as story starters for creative writing; learning centers with games and activities to copy; button maker to borrow for classroom use; small professional library; pizza boards and other materials; 20 idea books; special education materials. Adjacent to the center are facilities for duplicating and preparing teacher-made materials.

Staff: Dennis Sparks, director; Nancy Allan, assistant director; Joanne Kennedy, secretary.

Setting: The center's office space is located in a converted elementary school where rooms are available for workshops and meetings; facilities for materials reproduction and a special education materials library.

Participation: Participants are preschool-12 teachers and administrators from the seven districts served by the center. Occasional participants include parents and educators from nearby districts. Release time is available to teachers upon request.

Fees and Credit: None.

Affiliation: NSDC is a federally funded teacher center serving seven school districts in northwest Wayne County, Michigan: Cherry Hill, Garden City, Livonia, Northville, Plymouth-Canton, Radford Union, and South Redford.

Support: Salaries are paid with the USOE Teacher Centers Program grant; the center's fiscal agent, Livonia Public Schools, provides office space and equipment.

Decision Making: Policy board made up of nine teachers, seven administrators, and one university representative. Staff is hired and supervised by the policy board. Programming decisions are made with the advice of the board.

Origin: The center evolved from the three-year voluntary effort of the Northwest Staff Development Council to create a professional development center. NSDC began with federal funding on October 1, 1978.

Information: Monthly newsletter; pamphlet describing program.

INSTRUCTIONAL MEDIA CENTER— REGIONAL EDUCATIONAL MEDIA CENTER-9

6235 Gratiot Road
Saginaw, Michigan 48603

(517) 793-3760

Director: Ronald G. Zolton

Hours: Monday through Friday, 8–5.

Program: The Instructional Media Center is a support system that provides a comprehensive collection of modern teaching materials to be shared by all schools in the Saginaw Intermediate School District. The center trains teachers in the selection and effective use of modern media in the classroom. Specialists demonstrate the application of modern media to instruction. On request, staff members help teachers produce locally made materials when commercially made materials are not available. The center provides a distribution system for getting materials to the classroom. Teacher training activities include use of equipment, materials selection, multimedia resource guides, transcribing, production methods, workshops, demonstrations, and displays.

The center has developed multimedia resource projects in all subject matter areas in a comprehensive K-12 program. Graphic arts facilities and staff are available for bulletin board exhibits, slide duplication, transparency making, dry mounting, laminating, poster and sign making, lettering and drawing, as well as photocopying. A special education learning materials collection serves teachers and students with special needs.

Staff visits to constituent schools assist teachers in using media and equipment. The center conducts weekly student and teacher seminars, both at the center and in individual school buildings or districts. Such training programs are designed to teach skills in many curriculum areas.

Resources: Video equipment; photography equipment; laminating machines; printing facilities; professional library resource materials in all curriculum areas; raw materials and various pieces of graphic arts equipment.

Staff: Ronald G. Zolton, director; Robert J. Leddy, media consultant, preview/evaluation of materials, curriculum specialist; Carolyn M. Benscoter, special education learning materials service specialist; two full-time secretaries; catalogue and computer specialist; four graphic arts specialists.

Setting: The IMC is housed in the Intermediate School District headquarters in Saginaw, at the junction of M-46 and M-47 in east-central Michigan.

Participation: All K-12 teachers in the Saginaw Intermediate School District (810 square miles). Student teachers from Saginaw Valley State College, Michigan State University, and Central Michigan University, paraprofessionals, and parents also participate.

Fees and Credit: None.

Affiliation: The Michigan State Board of Education has divided the state into service areas. The area served by REMC-9 includes Birch Run Area Schools, Bridgeport Community Schools, Buena Vista Public Schools, Carrollton Public Schools, Chesaning Union Schools, Frankenmuth Public Schools, Freeland Public Schools, Hemlock Public Schools, Merrill Public Schools, Saginaw City Public Schools, Saginaw Township Community Schools, St. Charles Community Schools, Swan Valley School District, Catholic Diocese of Saginaw, Lutheran Schools of Saginaw, Saginaw Intermediate School District, and Seventh Day Adventist.

Support: State aid, intermediate district general funds, and local per capita fees. An ESEA Title II special grant was used to develop a career education media program of circulating media.

Decision Making: The Regional Educational Media Center-9 is governed by the Saginaw Intermediate Board of Education, which appoints an advisory council made up of 17 teachers and administrators from public and non-public schools in the area. The advisory council makes policy and procedure recommendations to the board.

Origin: The Saginaw Instructional Media Center began in 1947 as a cooperative project known as the Saginaw County Audio-Visual Education Center. In 1967 a federal grant under ESEA Title III was awarded to the Saginaw Intermediate School District to develop an exemplary multimedia center from the audiovisual center.

Information: Slide/tape presentation. "Media News" available upon request.

MINNEAPOLIS PUBLIC SCHOOLS/
UNIVERSITY OF MINNESOTA
TEACHER CENTER
155 Peik Hall
159 Pillsbury Drive Southeast
University of Minnesota
Minneapolis, Minnesota 55455
(612) 376-4580

Director: Fredrick V. Hayen

Hours: Monday through Friday, 8–4:30. Open all year.

Program: The aim of the center is to provide high quality training and program development services using the combined staff of a teacher training institution and public school personnel. The teacher center is an organization devoted to improving the initial preparation and the renewal of education personnel; and to the development and operation of programs and services for metropolitan area schools and for the faculty and departments of the College of Education, University of Minnesota. The center is not designed primarily as a resource center for work groups focusing on curriculum and instructional materials, even though limited forms of these activities occur. The center is a neutral ground for bringing college and school personnel together for planning, training, and development activities. Most of its services are offered at external sites.

The teacher center serves as a citywide professional development agency, working through the three curriculum resource centers of the district. Though the teacher center maintains special ties to Minneapolis Public Schools, it also serves districts in the larger Twin City area. In some of its roles the center is a statewide agency representing the University of Minnesota. The teacher center also serves regionally and nationally as a technical assistance consulting and training agency with special client groups associated with the National Diffusion Network.

The center is organized into a number of functional units: (1) The Exchange, a dissemination agency; (2) a direct training unit which receives its funds through contracts for services between the center and school districts; (3) a curriculum design and development unit currently working on topics related to the American social welfare system; (4) a program in rural exploration for mid-career educators; (5) resource brokering among school systems and colleges; (6) specialized services, including program development in international education, outreach and training services for the state department of education.

Needs Assessment: Some units of the center use an "interest update," a written document returned by active clients. Most new program development initiates from the field. The center responds most frequently to those leadership people within the teaching ranks who have needs and are prepared to propose solutions.

Evaluation: No single model of evaluation is used. Many programs of the center are undergoing constant documentation and evaluation phases. The center has been involved in a large number of on-site interviews and case studies.

Resources: The center has access to the resources of the Minneapolis Public Schools and the University of Minnesota. These include instructional and management computer systems, media centers, graphics design, printing, and the Campus Club; access to school buildings. The center itself has computer terminals, library of program curricula and management materials, xerox, a telecopier, duplicating, dictating, and transcribing machines.

Staff: Teacher Center: Fredrick Hayen, director; Marilyn Johnston, principal secretary. Curriculum Development Project: Human Needs and Social Welfare: Margaret Shryer, manager. The Exchange: Diane Lassman, director. Metro Mainstream Training Project: Alan Sweet, trainer.

Setting: Central offices and meeting lounge in the College of Education building near the University Avenue gate of the University of Minnesota. Additional offices across University Avenue in the Teacher Center Annex.

Participation: Elementary and secondary teachers in the Twin Cities area participate on release time. College of Education faculty, administrators, and students also participate. Some units of the center carry budgetary lines to pay for release time. In some instances these release time payments are shared on a fifty-fifty basis with the school district. Direct contract services with school districts do not include release time for the staff. School districts retain their funds and provide that internally.

Fees and Credit: Generally, teacher center services are free. Graduate credit (at tuition cost) is offered for some course work available through the University of Minnesota under the sponsorship of the teacher center. All activities of the teacher center are applicable for recertification credit under a special district program operating within the state of Minnesota.

Affiliation: Minneapolis Public Schools; University of Minnesota, College of Education.

Support: Minneapolis Public Schools; University of Minnesota, College of Education; National Institute of Education and US Office of Education; sub-contracts through non-profit corporations throughout the US; funds through the Minnesota State Department of Education and area school systems under contract; Minneapolis Public Schools and the University of Minnesota provide approximately seven percent of the total teacher center budget.

Decision Making: Units within the center function autonomously with the central structure providing support services and coordination. The center is governed by a joint board of administrative representatives from the school district and the College of Education. The three resource centers of the district have teacher boards which make policy and management decisions on staff development. The center emphasizes teacher control.

Origin: The center grew out of the Southeast Alternatives Program (Experimental Schools Program, National Institute of Education) and other efforts to develop relevant and effective education in the early 70's.

Information: Staff respond to individual inquiries for information about programs.

JACKSON TEACHER CENTER

1593 West Capitol Street
Jackson, Mississippi 39203

(601) 353-7305

Director: Ann N. Boling

Hours: Monday through Friday, 7:30–5; Saturday, 9–12.

Program: The center provides teachers and other education professionals a cooperative framework for the systemic improvement of education.

The program includes workshops, seminars, idea swap sessions, sessions with consultants, courses for college credit, recertification, and salary increments, and other inservice meetings. The center offers training for teacher aides, volunteers, and parents who are involved with the students of the district, as well.

The staff serves in an advisory capacity to teachers upon request. Staff also reviews educational research findings and disseminates them to appropriate district personnel. The center complements other staff development programs in the district.

Needs Assessment: A general needs assessment was conducted in the fall of 1978 to identify overall areas of need as indicated by teachers in the district. It was a combination of a checklist and a voluntary question and answer section, adapted from the needs assessment suggested by the National Council of Teachers of Mathematics in their publication, *An Inservice Handbook For Mathematics Education*.

Evaluation: We use a registration card that counts the number of center visits, by whom, and for what purpose, and a form for evaluating the effectiveness of each session by participants and by session leaders. An outside evaluator will evaluate our total program for the year, as measured by accomplishment of the objectives set forth in the USOE grant proposal.

Resources: Large materials workshop area including idea files, 25″ laminator, single sheet 3M copier that also makes transparencies, paper cutter, art materials, old magazines, and a recycling center. The center also has access to the school district media center, which includes AV equipment and an instructional television studio.

Staff: Ann Boling, coordinator; Jayne Sargent, librarian/generalist; Dee Payne, elementary generalist.

Setting: Two office/workroom areas and a meeting/workshop area have been allotted to the teacher center in an old school building that houses many of the district's instructional services, including the district media center. The building, known as Barr Center for Instructional Services, is located in mid-town Jackson, near the downtown area.

Participation: The center serves instructional personnel, K-12, of all the public and Catholic schools in the city of Jackson. Teachers, teacher aides, administrators, parents, and volunteers from the community participate in the program. A small amount of release time for teachers was written into the budget of the center. These hours are for pre-planned activities involving selected segments of the teaching staff such as secondary departmental chairmen, policy board members, and selected teachers participating in certain sessions. Some teachers come in during schools hours (e.g., during their planning periods) for district release time meetings. Some principals have held faculty meetings at the center to allow teachers to spend time in the center.

Fees and Credit: There is a small fee for materials after an initial amount allotted each teacher is expended. College credit is offered, along with points toward recertification and salary increments. Fees are charged for some of the formal courses.

Affiliation: Jackson Municipal Separate School District.

Support: The center is funded by a USOE Teacher Centers Program grant, with the Jackson school district as the fiscal agent. Parents and community agencies donate recyclable materials for constructing classroom materials.

Decision Making: The policy board governs the operation of the center. It is composed of twelve members: two secondary school teachers, two elementary school teachers, one teacher from vocational education, one from special education, a Catholic teacher representative, two principals, two central office personnel, and a representative from a local institution of higher learning. The center coordinator is responsible to the policy board and to the assistant superintendent for instructional services. The policy board recommends the staff for employment, after which regular hiring procedures must follow. Programming decisions are made by the staff with the supervision of the policy board and a districtwide staff development committee. The teacher center is a component of a larger districtwide staff development effort.

Origin: On request of the teachers, Jackson Public Schools decided to apply for a USOE planning grant for a teacher center in the winter of 1977–78. A policy board was formed and a proposal was written. The grant was awarded in the fall of 1978, with school year 1978–79 being spent in planning for the present operational center, which opened in August 1979.

Information: Calendar; newsletter.

THE TEACHER CENTER

Walnut Grove School
1248 North Florissant Road
Ferguson, Missouri 63135

(314) 595-2369; 595-2370

Director: Sally Caldwell

Hours: Monday through Friday, 8–4:30; open for scheduled evening, weekend, and summer use.

Program: The Teacher Center offers a staff development program which individualizes and personalizes teacher training. This includes identifying specific trainer competencies of persons within and out of the district to serve as advisors and leaders; planning and implementing seminar sessions and curriculum development workshops based on teacher-identified needs; identifying and selecting research and development projects which meet local needs; conducting awareness activities in new methods and materials by providing mini-workshops. The Teacher Center also coordinates the district's curriculum renewal efforts. Needs for curriculum development are determined by systemwide and building-level improvement committees. The Teacher Center then assists these groups in implementing curriculum renewal activities.

Daytime, evening, weekend, and summer programs cover a range of topics including metrics, elementary school mathematics, role-playing and simulation games, exceptional individuals, and individualized reading programs. As the district's staff development program, the center trains substitute teachers to replace classroom teachers attending center programs, and also trains instructional aides. Drop-in use of the center for make-and-take and consultation is encouraged.

Needs Assessment: Each staff member served by the Teacher Center (public and non-public) completes an initial process that includes participation in the following: (1) A data base workshop where representatives from individual schools assess data pertaining to their school and community in order to establish specific goals for the school. (2) An individual needs assessment, the Teacher Skill Interest Questionnaire (TS/IQ), which provides information on (a) those teachers who wish to participate in the staff development programs; (b) the skills in which they wish to receive training; (c) their list of priority needs for staff development. (3) A personal follow-up provided by advisors who are classroom teachers, consultants, and center staff. The Teacher Center staff development program is voluntary. Following completion of the individual needs assessment, center staff plan workshops, seminars, teachers' exchanges, and university courses. Teachers who indicate a desire for training in a specific skill area are invited to that training session.

Evaluation: Evaluation includes immediate evaluation of a workshop; a follow-up session at which participants review, clarify, or expand on the workshop; a follow-up six weeks later at which teachers are asked to provide examples of activities learned in the workshop that have become part of their teaching. Center staff compile and analyze evaluation results and share them with workshop instructors to help make appropriate changes, plan additional workshops and provide program monitoring.

Resources: Curriculum library, audiovisual equipment, classroom supplies (posterboard, pizza wheels), laminating machine.

Staff: Sally Caldwell, director; John Krieger, part-time coordinator; Edna Daily, secretary; Ruth Covinsky, secretary; Anne Burnett, secretary.

Setting: A three-pod open classroom in a K-4 elementary school in Ferguson, a suburb of St. Louis.

Participation: Elementary and secondary teachers from the school district participate on non-contract and some release time. On approval of the building principal, a teacher may be released from class for center work (a substitute will be paid by the district). Teachers are paid a stipend of $5 per hour for their participation during non-contract time. District administrators and instructional aides also use the center.

Fees and Credit: Inservice activities sponsored solely by the center do not carry credit for salary advancement. Increment credit is provided, however, for causes organized by the center and affiliated with an institution of higher education.

Affiliation: Ferguson-Florissant School District.

Support: The Ferguson-Florissant School District provides most funding and the center coordinates any funds from title programs which have a staff development component.

Decision Making: Teachers' self-identified needs are assessed, and these needs are expressed through a needs committee composed of groups of classroom teachers from each of the 28 buildings participating in the program. A steering committee composed of the assistant superintendents of secondary and elementary education, one assistant secondary principal, one consultant, four elementary teachers, and three secondary teachers meets three times yearly.

Origin: Teachers and curriculum consultants, some of them connected with the district inservice committee, wanted to centralize efforts and start a teacher center. In 1975, ESEA Title III and district funding were secured for establishing the center.

Information: Invitations for sessions are sent to all teachers who requested a particular type of inservice or curriculum development activity; monthly calendars and quarterly newsletters; curriculum list; slide presentation and script; brochure; Teacher Center Overview; *Teacher Center Adoption Guide*, $1.50.

OLDHAM EDUCATION CENTER

14220 East 35th Street
Independence, Missouri 64055

(816) 833-0042

Director: Joyce Gallagher

Hours: Monday through Friday, 8–4:30.

Program: The purposes of the center are (1) To provide workshops and training sessions for teachers in the Independence Public School District. (2) To provide help upon request from individual teachers. Such requests may be for materials or for help with specified needs or interests. (3) To provide services to students and teachers through a variety of programs housed in the building.

Inservice activities in all areas of need and interest for district teachers are held generally after school; sometimes daytime, evenings, or Saturdays. The teachers' center is the inservice program for the school district.

In addition, these special services are part of the center: (1) Services for visually handicapped: visits to schools to work individually with visually handicapped students. The center provides braille and large-print materials where needed. (2) Truman Presidential Library Project, a Title IV-C program providing materials, techniques, and field trips for teachers and students concerning the Truman Presidential Library, the presidency, and library skills. (3) Art Education Office: offering materials on a check-out basis and consulting services to the 17 art teachers employed by the district. (4) "Operation Independence," a Title VI program for secondary students who cannot function in the regular classroom. (5) IMPACT (Independence Missouri's Program for the Academically and Creatively Talented). A Title VI program offering challenging studies and activities to gifted students. Teachers visit all elementary schools on a scheduled basis. The program will expand to the junior high level in the fall of 1980.

Needs Assessment: Topics for workshops are determined by a survey done at the beginning of the school year and by individual requests from principals, administrators, or teachers.

Evaluation: Annual evaluation reports are made to district administrators (and to the state, where required) by each program in the building.

Resources: A large workroom is available for all workshops and meetings. Laminating machines and a wide variety of audiovisual equipment are available. Materials (such as tagboard, folders, markers) are provided free to all participants in organized workshops. A curriculum library for use of all teachers in the district is also housed in the building.

Staff: Full-time: Joyce Gallagher, director; four coordinators; eight resource teachers; vocational adjustment counselor; secretary. Part-time: three secretaries.

Setting: The Education Center is housed in a former elementary school building. Independence is a suburban town in the greater metropolitan area of Kansas City, Missouri.

Participation: All K-12 public school administrators and teachers in Independence are eligible to attend on volunteer time. Services to parents and non-public schools are offered in some areas.

Fees and Credit: Regular tuition fees are charged for workshops and classes that are offered for graduate credit (University of Missouri, Kansas City, and Webster College, Kansas City Branch). Inservice workshops are free, including materials, and offer inservice credit.

Affiliation: Independence School District.

Support: Salaries are paid by district (or program, if federally funded). Federal support from ESEA Titles IV-C and VI.

Decision Making: All activities are planned with teachers in mind from yearly needs assessment. Coordinators of programs make daily decisions. District administrators determine policy.

Origin: The center was established in August 1976 to provide a central location for workshops and other activities of the district's federal programs.

Information: Monthly newsletter, "Happenings."

THE LEARNING EXCHANGE

2720 Walnut
Kansas City, Missouri 64108

(816) 471-0455

Directors: Janice Kreamer, executive director; Chuck Dulaney, teachers' center

Hours: Monday through Friday, 9–4. Open all year.

Program: (1) Maintenance of a teachers' center facility and organization which supports and encourages excellence in teaching. The goal of members of the center is to increase their personal involvement in and responsibility for their professional growth. (2) Staff who diagnose and respond to needs expressed both by professional educators and members of the wider community. (3) Securing initial funding support for innovative programs which involve children in active, real-life learning. Two continuing areas of concern are integrating the arts and economics into the basic curriculum.

The teachers' center exists to encourage and support excellent teaching and to make models of this teaching available to the general community. KCLX welcomes drop-in visitors and offers staff assistance, displays, and work space that encourage self-help. Workshops led primarily by center members focus on topics such as language arts learning centers or dealing with stress in the classroom. Inservice workshops are designed for specific school or community groups. KCLX serves as the meeting site for several credit courses offered by local universities. An area is also set aside as a "workshop for kids" where Scouting groups or classes on field trips can meet and work.

In 1980, two major thrusts are the development of a School Advisory Assistance Center, which provides training and coordination for 85 school advisory committees in Kansas City, and the establishment of an "Exchange City" economics curriculum for fifth-grade classrooms.

Needs Assessment: Most assessment is accomplished through formal and informal conversations, including quarterly meetings of center members. We use pre- and post-workshop questionnaires and invite comments via our newsletter, questionnaires to participants, and to school staffs.

Evaluation: Evaluation also is done largely through formal and informal discussion, especially in quarterly membership meetings. Special projects use services of evaluators/documentors from local universities. Financial accountability is maintained through monthly reports to the board of directors.

Resources: Design lab with supplies such as posterboard, dice, markers, tools, complemented by a 2000 square foot recycle area with items such as plastic chips, tea crates, egg cartons, and juice cans. Shop equipped with tools for working with triwall. Small library and areas devoted to display and storage of teaching materials. Meeting areas for groups ranging in size from 6–60.

Staff: Full-time: Jan Kreamer, executive director; Ken Mellard, director of program development; Chuck Dulaney, director of teachers' center; Linda Woodsmall, director of arts in education; Connie Campbell, director of the School Advisory Assistance Center; Janet Rosine, administrative communications director; Virginia Johnson, office manager. Part-time: Sidney Martin and Punky Beasley, teachers' center; Nancy Jacobs, public relations; Grant Clothier, Dean Campbell, Joseph Jones, III, and Sue Ross, school advisory.

Setting: We occupy 10,000 square feet of the second floor of a warehouse close to Crown Center, near downtown Kansas City, Missouri.

Participation: Participation is primarily on volunteer time by elementary teachers from the metropolitan area (14 school districts). Growing participation by secondary teachers and Scout, church, and other community groups. Several districts make release time available.

Fees and Credit: KCLX visitors pay for goods (tagboard, juice cans) and services (laminating, xerox). Fees are charged for workshops and some consulting service. Use of the triwall shop is free to those who have participated in a cardboard carpentry workshop. Users may join the teachers' center by making an annual $25 contribution, which earns them special professional growth activities and participation in quarterly meeting decision making.

Affiliation: Independent, not-for-profit corporation.

Support: The $200,000 annual budget is primarily supported through grants from local foundations and businesses. Significant sources of support are fees charged for materials and consulting and the donations made by center members. Members annually contribute hundreds of volunteer hours.

Decision Making: Final authority rests with the KCLX board of directors who work with staff to set programming priorities. The board approves program budgets and hires staff. Teachers' center staff positions are filled by members recommended to the board by membership at large. Coordination and supervision are the responsibility of the executive director.

Origin: KCLX was founded in 1972 by two teachers, Gail Johnston and Mary Watkins, as a part-time operation which they ran with personal funds in a church hall. The project began following a trip by Gail to the Learning Center in St. Louis. The founders' emphasis on "hands-on" experiences and the development of non-traditional educational resources attracted both teachers and community leaders. Support for growth was found in the local business community.

Information: A newsletter, "The Exchanger," is published four times yearly.

Johnston, Gail, and Walker, Christine. "Programming in a Teachers' Center." In *Building a Teachers' Center,* Kathleen Devaney, ed., pp. 121–149. San Francisco: Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, 1979.

THE LEARNING CENTER

4504 Westminster Place
St. Louis, Missouri 63108

(314) 361-1908

Director: Emily Richard

Hours: Monday, Friday, Saturday, 9–5; Tuesday through Thursday, 9 am–9:30 pm. Open all year.

Program: The center is a place: ". . . where teachers can state freely and honestly their concerns and needs . . . where teachers can explore openly a variety of ways and means of enriching and improving their teaching of children and be able to make mistakes . . . where those advising and supporting teachers convey confidence that teachers be given responsibility for decision-making if they are to be accountable for the learning which occurs in their classrooms."

The center offers a prolific program of after-school, Saturday, and summer workshops and courses in topics such as organization and change in classrooms, printmaking, weaving, informal math, plants and animals, special education methods, video, ceramics, theater and dance. The center plans multiple workshops for district, regional, and state teachers' organizations' inservice and conference days. It also runs custom-designed workshops on release time, after school, or on weekends, at the center or at schools, for teachers and other instructional groups. Teachers can bring classes to the center for workshops by arrangement. The center encourages drop-in use for counseling with staff and other teachers, and to make classroom materials. The center also co-sponsors graduate credit courses, as well as offering specially-funded programs for children and families.

Needs Assessment: Informal needs assessment in response to input from teachers using the center, other individuals, and ad hoc committees.

Evaluation: Webster College Community Education evaluation form used for credit courses. Also Learning Center questionnaire and informal discussions with participants and program leaders.

Resources: Curriculum materials displays, supplies and workplace, store selling curriculum materials and educational books, recycle materials, cardboard carpentry shop, drill press and other power tools, drymount press, kitchens, plants and animals, pottery studio, and 575-seat theater.

Staff: Emily Richard, full-time executive director; two full-time professional staff responsible for program, special projects, bookstore, and administration; custodian; extensive volunteer assistance. Workshop instruction is by teachers and other community talent.

Setting: The center owns a spacious three-story, turn-of-the century building, formerly a women's literary club, in St. Louis' Central West End near Forest Park, major cultural centers, and the Chase-Park Plaza Hotel.

Participation: Teachers, student teachers, school support staff and parents in the greater St. Louis area, including western Illinois as well as Missouri, participate in the center. Teachers attend on volunteer or release time.

Fees and Credit: Workshops cost about $2.50 per instructional hour. As a result of contracting with school districts, some programs are available as inservice without charge to teachers. Salary advancement and/or inservice credit is available for many programs; graduate credit is available through Webster College. Center programs are accredited by a number of school districts in negotiation with teachers' associations for inservice hours. Individual memberships cost $25/year and entitle members to 10% discount in the bookstore, a discount on program registration fees, and vouchers to apply to the cost of workshops.

Affiliation: Independent.

Support: Grants and contributions from local foundations, corporations, businesses, and individuals; fees from contract services, income from sale of books and materials, memberships, workshop and materials fees, income received from outside use of facilities. The Learning Center generates 60% of its income from services, sales, and membership fees; 40% is raised through cash and in-kind contributions.

Decision Making: Board of directors composed of executive director, teachers and other educators, community leaders, and representatives of business.

Origin: The center began in 1970, growing from Emily Richard's work at the Elementary Science Study (Education Development Center, Newton, Massachusetts), her work in classrooms, and a subsequent pilot project she initiated and directed in the summer of 1970, called Curriculum Materials and Design Center, St. Louis. The center was inititally supported by CEMREL (Central Midwestern Regional Educational Laboratory), a four-year grant from Danforth Foundation, and contributed services of the director and others.

Information: Newsletter and special announcements.

ST. LOUIS METROPOLITAN TEACHER CENTER

9137 Old Bonhomme Road
St. Louis, Missouri 63132

(314) 993-5858

Director: G. Wayne Mosher

Hours: Tuesday through Thursday, 8:30–8; Saturday mornings, 10–12. Open all year.

Program: The purposes of the center are to provide inservice and small grants for educators covered by the teacher center program. *Inservice*: The inservice program is based upon expressed needs of participants. Courses have included six two-hour sessions—"The Institute on the Teacher and the Law," "The Heart of Teaching"—dealing with teachers' "frustration, anger, isolation, change, and pressure"; and single-session and series workshops on economics, basic English, art museum resources, newspapers in the classroom. *Mini-contracts*: The small grant program responds to more specific needs identified at the individual, building, or district level. Funded mini-contracts have involved art curriculum, mass media, truancy, and many other areas.

Needs Assessment: A three-page, computerized inventory listing 66 categories of assistance is updated following every workshop. Space is provided for teachers to describe their qualifications to be a workshop leader. The center encourages the formation of building-level needs committees.

Evaluation: Our workshops are evaluated in a cognitive and affective way. We are interested in how participants feel about their workshop presenter and their personal achievement of objectives.

Resources: We have nine rooms (two full work rooms for make-and-take, drop-in center, offices, conference rooms, greenhouse corner, laminating, xerox), for meetings. We have a good supply of idea books plus completed mini-contract materials developed by local teachers.

Staff: G. Wayne Mosher, full-time director; Sharon Ealick, full-time assistant director; Sandra Kardis, full-time secretary.

Setting: Nine rooms, plus office and storage space in an old school building located in Olivette, a residential area in southwest St. Louis.

Participation: In our first nine months we have had over 1000 participants, largely teachers who participate on volunteer time, but some principals, too. They come primarily from the districts we serve. We have a release time program that allows a small number of teachers to attend workshops at the teacher center during the day.

Fees and Credit: Most workshops are free. The graduate credit courses we co-sponsor are at the going graduate course rate.

Affiliation: A consortium of twelve public and non-public school districts, colleges, and universities in metropolitan St. Louis: Clayton, Ferguson-Florissant, Jennings, Ladue, Lindbergh, Normandy, St Louis Special, and Sullivan; Archdiocese of St. Louis; Missouri District Lutheran Schools; Lindenwood Colleges; and University of Missouri at St. Louis.

Support: USOE Teacher Centers Program.

Decision Making: We have a policy board composed of 19 members. In most cases a district is represented by both a teacher and administrator. There are some exceptions that were necessary to maintain the 51% teacher majority as mandated by the legislation. The teacher center staff makes programming decisions.

Origin: A group of school district representatives, a dean of education at a local university, and teachers met to plan a proposal for federal funding early in 1978. The grant was made in August 1978, and doors opened in January 1979.

Information: Brochures, newsletter.

TEACHER CENTER FOR GALLATIN COUNTY

615 South 16th Street
Bozeman, Montana 59715

(406) 587-8181

Director: Linda Wason Bardonner

Hours: Monday, Tuesday, Thursday, Friday, 9–6; Wednesday, 9–8; closed June 20–August 20.

Program: The Teacher Center for Gallatin County is a resource for 22 school districts. The center is a "warm, inviting place for teachers throughout the county to come to construct materials, solicit staff support, and enjoy professional camaraderie." Teachers throughout the area use the center services, which include a request line, workshops, school visitations, resource sharing, materials display, curriculum library, multi-media center, and artist-in-residence program.

The center offers afternoon, evening, Saturday, and summer workshops on a wide range of topics from cultural journalism to "Traps, Traders, Tractors: A Hands-on Look at Gallatin Valley History." In cooperation with Montana State University, the center offers graduate courses needed for teachers to maintain professional standing.

The center is open for drop-in use of materials, the resource library, and make-and-take projects. Staff are available to teachers to consult, do research, and plan and make curriculum units on the arts, early childhood, reading, math, and languages.

Upon request, staff visitations are made to the schools for consultation or to provide activities. The library/media consultant fills requests such as reorganizing school libraries, providing classroom films and slides on particular topics, helping students produce slide and filmstrip shows.

Needs Assessment: Staff make formal visitations to schools twice a year to find out what teachers need and what services they would like provided at the center.

Evaluation: Teachers complete a once-only user's identification form and on each center visit fill out an evaluation. Data is compiled by the computer consultant.

Resources: Professional resource library including education magazines, filmstrips, posters, teacher curriculum files; texts and learning kits for classroom use; recycle loft; video equipment, taped programs and films for classroom use; copier, two laminators, duplicator, and thermofax.

Staff: Full-time: Linda Wason Bardonner, director; Sally Richter, demonstration teacher; Barbara Loomis, library/media consultant; Judie Tallichet, artist-in-residence; Sharon Tudor, three-quarters-time secretary. Maniza Johnson, part-time computer consultant.

Setting: The center occupies space in the Gallatin County Law and Justice building in Bozeman, on the eastern slopes of the Rocky Mountains north of Yellowstone Park. A drab stage area was transformed into a carnival of color through the addition of brightly painted silhouettes, spiraling mobiles, and glossy teacher-made materials. Two lofts at either end of the stage create smaller, more intimate spaces.

Participation: The teacher center is rapidly becoming a community resource center for southwestern Montana, a wide geographic area. During the first year of operation, elementary teachers dominated center activities; however, administrators, secondary teachers, parents, children and community groups enjoy a wide range of activities. Substitute release time is provided for workshops held during school hours. This is an incentive to teachers who travel from scattered rural schools. The majority of teachers, however, attend on their own time.

Fees and Credit: Credit is given for some workshops that are offered in conjunction with Montana State University and carry a fee.

Affiliation: The teacher center represents 22 public and private school districts within Gallatin County. The service area has been extended to include five other counties that are predominantly rural. Montana State University cooperated in writing the initial grant proposal.

Support: USOE Teacher Centers Program.

Decision Making: A formal policy board is composed of nine teachers, four administrators, and one representative from Montana State University. Staff make programming decisions with advice of the policy board.

Origin: The Teacher Center for Gallatin County originated with the authorship of a grant proposal by a local teacher, an administrator, and a professor at Montana State University. The center was funded in fall 1978.

Information: Bimonthly newsletters/calendars keep the service area posted on teacher center activities. A slide presentation is available about the center.

Described in Fielding, Glen D., and Hersh, Richard H. *Discovering Teachers' Centers: The Northwest Passage*. Eugene, Oregon: BEST Center, 1979.

WESTERN MONTANA TEACHER CENTER

818 Burlington B101
Missoula, Montana 59801

(406) 721-1620

Director: Robert W. Lukes

Hours: Monday through Thursday, 12–8; Friday, 8–4; Saturday, 10–2. Closed during July.

Program: The teacher center supports teachers, administrators, and all educational personnel in their professional growth and development. It provides after-school, evening, and Saturday inservice workshops which enhance learning and sharing. Topics include "Sports Medicine and Female Athletes" and a two-day energy education workshop for elementary school teachers. Space is available for educators to meet and confer, to construct materials, to relax, and to participate in recreation.

Needs Assessment: A needs assessment form was sent to every educator in the service area in December 1978. The initial program was based entirely on the results of the needs assessment. The center constantly solicits ideas and requests from educators.

Evaluation: An evaluation form is distributed at the end of inservice sessions.

Resources: Professional library, learning resource center (complete collection of materials and teaching aids for exceptional children—special education, learning disabilities, gifted), books, games, booklets in every subject and interest area, mobiles, patterns, laminator, copy machine, typewriters, overhead projector, many free items (scraps of lumber, linoleum) and a display of current materials, textbooks, and educational aids and catalogues.

Staff: Robert W. Lukes, full-time director; Carla Dvoracek, part-time staff assistant; Kit Pozsgai, full-time secretary; Rick Kendal, part-time recreation coordinator; Linda Eichwald, volunteer.

Setting: The Western Montana Teacher Center facility is five adjoining rooms, one of which is large enough to seat 70, located in the basement of a modern office building. Missoula is a university town in Western Montana.

Participation: Pre-school through secondary teachers attend on volunteer time (although the largest participation is among elementary school teachers). Educators (the WMTC policy board defines educators as anyone dealing with students—parents, school board members, teachers, university personnel) drop in for a variety of resources. Participants travel from five miles to 100 miles to join in teacher center activities. Release-time money is available to pay substitutes for educators wishing to attend a center activity.

Fees and Credit: There is a small fee for use of laminator and copy machine. Workshop fees are set to cover materials used. Credit for some inservice programs (and fees for this credit) are handled by the University of Montana, Missoula.

Affiliation: Missoula County School District.

Support: Totally funded by a USOE Teacher Centers Program grant.

Decision Making: A 21-member policy board consists mostly of classroom teachers but also represents special, vocational, and higher education, parochial and private schools, and administration.

Origin: A university student, a professor, and the Missoula County superintendent of schools first had the idea and formed a policy board to plan and submit a grant for USOE funding. A planning grant was awarded in September 1978, and an operating grant in September 1979.

Information: Newsletter.

Described in Fielding, Glen D., and Hersh, Richard H. *Discovering Teachers' Centers: The Northwest Passage*. Eugene, Oregon: BEST Center, 1979.

WESTERN NEBRASKA RURAL TEACHER CENTER

1114 Toledo Street
Sidney, Nebraska 69162

(308) 254-4677

Mailing Address:
Educational Service Unit #14
PO Box 77
Sidney, Nebraska 69162

Director: Marge Curtiss

Hours: Monday through Friday, 8–5, and by appointment. Open all year.

Program: The teacher center provides a framework within which the teachers and schools of a four-county, rural area can work together regarding common concerns: the needs of students to acquire basic academic and life/social skills; to identify, develop, and respond to curriculum needs; and to respond quickly to needs of individual teachers and schools. Our motto is "teachers serving teachers." Our aim is to develop a cadre of teachers who will be able to conduct workshops, as well as foster sharing among teachers on an informal and continuing basis.

Although our center has a central location, distances are a factor. Many activities are held in schools. Workshops on stress reduction, reading in the content areas, programs for gifted students, sign language, preparation of overhead transparencies, mainstreaming, and make-and-take with all materials furnished have all been offered. Teachers have used the services of the center in assessing their own curricula, for assistance in visiting schools to learn about new curricula, and in developing and adapting new curricula to meet the needs of their students.

The center is open for drop-in visitors, who use the professional and curriculum libraries, preview media and materials, use the machines to produce materials for their students, talk and consult with staff members and other teachers. Our center supports a media/materials collection with items circulated twice weekly by van.

Needs Assessment: Although we employ a needs assessment questionnaire, our most effective process is conducted on a daily basis by policy board members in the schools where they teach. Additionally, because of our contact with schools on a regular basis to accept orders for media/materials, the center staff also can receive requests for assistance by telephone.

Evaluation: Evaluation is conducted by an external evaluator using data gathered by staff, consultants, and policy board. Each person who conducts a formal activity prepares an evaluation and transmits the results to staff.

Resources: Curriculum and professional library of 500 titles, including subscriptions to 50 periodicals. Media/materials collection that includes over 5000 other items. Projectors (16mm, filmstrip, overhead, opaque, slide), microfiche readers, copier, laminators. Visualmaker, transparency maker, cameras, darkroom, video. Supply of materials and patterns for bulletin boards and classroom games. Networks to supply research information to teachers have been established through a computer search project of the Nebraska State Department of Education, Nebraska Library Commission, and local colleges. The center has space for individual teachers to work and do research as well as space to house a class or meeting of up to 50 people.

Staff: Full-time: Marge Curtiss, director; Sandy White, media specialist; Lorraine Reichert, curriculum consultant; Virginia Young, secretary. Part-time: Ginny Gordon, teacher assisting with make-and-take workshops; Norma Wright, cataloguer; Sharon Deaver, van driver and film inspector.

Setting: Located at Educational Service Unit #14, an intermediate agency serving the schools of four counties in Nebraska's southern Panhandle. The center occupies an area of approximately 75 feet by 75 feet in a modern building with paneiled walls and carpeted floors. An equal amount of space in the building is occupied by ESU #14. The building is located in Sidney, a town of 6400 situated in an agricultural area raising grains and livestock. Sidney is historically connected to the Deadwood Trail, the Union Pacific railroad, and recently to oil exploration. The town, close to Interstate-80, is served by Frontier Airlines.

Participation: Participants from public and private schools of Kimball, Cheyenne, Deuel, and Garden counties participate mostly on school time and some volunteer time. The 405 teachers served come from all levels K-12. Administrators, aides, bus drivers, local pre-schools, and parents have availed themselves of some services. Students in high school and college have used resources. Community groups use our large meeting room. Teachers can apply to the center for substitute's pay so they can attend activities, visit another school, or attend a seminar.

Fees and Credit: No fees for programs. Replacement costs are charged for paper used in the copier, laminating film (other than at workshops), and transparencies or thermal masters. If participants wish college credit, they pay the tuition.

Affiliation: Part of Educational Service Unit #14, one of 19 legislatively mandated intermediate agencies in the state of Nebraska.

Support: Funded by USOE Teacher Centers Program; Title IV-B cooperative for purchase of media; Title IV-C innovative grant through Nebraska State Department of Education; and ESU #14 monies.

Decision Making: The center is supervised by a 26-member policy board, 18 of whom are classroom teachers. Also represented are administrators, colleges and universities, and ESU #14. Staff is empowered to make some programming decisions following policies developed by the board.

Origin: Our center was the outgrowth of a long-term concern of Marge Curtiss regarding inservice activities for teachers of this area. This concern was shared by Bill Kelley, administrator of ESU #14. As more information became available about the teacher center approach, we were convinced it was a viable route to improve staff development. With the advice and consent of the ESU official board and the advisory council of superintendents, we became committed to the establishment of a teacher center.

Information: Monthly newsletter.

LAS VEGAS TEACHERS' CENTER

600 North 9th Street
Las Vegas, Nevada 89101

(702) 384-9555

Director: Mary Ellen Schwartz

Hours: Monday and Friday, 8–5; Tuesday through Thursday, 8–7; Saturday, 9–4. Open all year.

Program: After-school, evening, and Saturday inservice sessions for teachers are held, as requested. Workshops have focused on materials making, working with special programs, creative writing, and training teachers to use media in the classroom. Aides and preservice students are encouraged to use the center during the day. Teachers can drop in, or telephone the center for staff to locate materials for them.

Needs Assessment: Needs assessment survey sheet for each workshop or activity.

Evaluation: The Clark County School District Research and Development Department works with the center to develop the final evaluation, which is done yearly. Teachers fill out a short form to evaluate inservice activities.

Resources: Professional resource library; activity-idea file; visuals file (bulletin boards and other creative ideas on file); resource speakers file; subject-indexed bibliography. Copier; 25" laminator; graphics supplies; drafting table; letter machine with variety of dies; work areas with tables for large projects.

Staff: Mary Ellen Schwartz, full-time director; Dayle Fitzpatrick, full-time staff member; full-time clerk; part-time clerk; retired teacher aide; part-time audiovisual assistant; part-time resource teacher.

Setting: Located in a double width portable building on North 9th Street in Las Vegas and situated close to the Clark County School District Building.

Participation: K-12 public and non-public teachers from Clark County participate on volunteer time. Parents, aides, preservice students from the University of Nevada, and resource teachers also use the center.

Fees and Credit: Inservice credit classes (also useful for state recertification) offered periodically through the Professional Growth Department of Clark County School District. Fees for graduate credit classes cover expenses of instructors and supplies.

Affiliation: Clark County School District.

Support: Space, custodial and maintenance services, utilities, and basic furnishings (desks, tables, chairs, carpeting) provided by Clark County School District as in-kind contribution. Materials, salaries, cost of operation, office and instructional supplies, and daily operation paid for by grant from USOE Teacher Centers Program.

Decision Making: The Las Vegas Teachers' Center is governed by a 15-member policy board, nine of whom are teachers, which meets once a month. The board is divided into two committees—programs and operations—which meet periodically. Activities are established by joint agreement between the center director and the policy board programs committee. The board hires and supervises staff.

Origin: The center was initiated by a proposal written by the Instruction and Professional Development Committee of the Clark County Classroom Teachers' Association along with the Clark County School District Federal Programs Department. The board of trustees of Clark County School District authorized the formation of the center in September 1977. Center staff was hired in September 1978 and was housed in a temporary office in the Curriculum Development Center. The permanent facilities were acquired in January 1979 and the center moved in February.

Information: Brochure; monthly calendar; journal (newsletter) is sent out occasionally to all teachers in the district. Ten-minute slide presentation.

NOTRE DAME COLLEGE TEACHER CENTER

2321 Elm Street
Manchester, New Hampshire 03104

(603) 669-4298

Director: Nancy Sandberg

Hours: Teacher Resource Center: Monday through Thursday, 3–4; Monday, Wednesday, Thursday evenings, 6:30–7; plus open house and specially scheduled workshop hours. Open all year.

Program: The purposes of the center are to: provide resources, based on needs assessments, of materials for elementary and secondary teachers; provide an exchange system for materials developed by elementary and secondary teachers; present new educational concepts through displays, pictures, tapes, and so forth at malls, community meetings; provide 18 workshops per year at minimal cost for inservice credit.

The center runs after-school, evening, and Saturday workshops on topics such as classroom management, classroom record keeping, art therapy, burnout, learning stations for the gifted, learning styles, parents and teachers, and adolescent literature. The center offers graduate credit courses in special education, learning and language disabilities, reading, individualized instruction, and counseling/rehabilitation services. The center also offers custom-designed courses and workshops during the year and intensive one-week courses in the summer. Finally, the center offers a complete master of education degree in two summers plus a practicum.

Needs Assessment: Formal, paper-pencil needs assessments have been done, but have not been satisfactory. Instead, members of the Notre Dame College faculty serve on key boards—Every Teacher's Center policy board (center in Manchester funded by USOE Teacher Centers Program in 1979), the Professional Standards board, New Hampshire Council for Better Schools board, Consortium of Postsecondary Special Educators, Council for Exceptional Children, Webster House, University of New Hampshire advisory board—and use the informal contacts there as the best leads.

Evaluation: A simple form is generally used for feedback on classes and workshops.

Resources: Teacher Resource Center: suggestion box for ideas; lists of people, places, things helpful to the program; catalogues, magazines, key articles attractively mounted for easy reading; small collection of recycling materials and materials to make games for purchase at minimal rates; sample lessons from other teachers; "swap shop" listings; kits for learning, games, textbooks, filmstrips, films.

Staff: Nancy Sandberg, chairman of the Graduate Divison, supervises staff. Sister Jacqueline Verville and four other part-time staff organize workshops, maintain the library, order materials, keep the books; Notre Dame College faculty, students and others on call for special workshops.

Setting: One room at Notre Dame College serves as library and workshop area. Additional rooms such as the Student Center are available as needed for meetings. Office space and equipment used as regular part of college work.

Participation: Primarily K-college teachers from the greater Manchester area participate on volunteer time; also parents and nursery school leaders. Periodically a workshop is offered for children.

Fees and Credit: Workshops $6 in advance, $7 at door (fees are non-refundable; minimum enrollment for workshops is required); courses $200; use of Teacher Resource Center, $3 fee per semester.

Affiliation: Notre Dame College.

Support: Notre Dame College and fees from participants.

Decision Making: Chairman of the Graduate Division supervises staff and makes decisions based on advice of the advisory councils, records of use of the center, and workshop participation. There is an advisory council for reading and learning disabilities and a council for individualized instruction. The councils are made up of Notre Dame College faculty, students, and former students (most of whom are teachers), and administration from the greater Manchester area. The councils meet two or three times a year.

Origin: The Teacher Resource Center was developed as part of a Title II Project, SHARE, a 15-school unit in south central New Hampshire in 1972. Materials used in that project are the base of the Notre Dame College Teacher Center and have been supplemented by purchases by the college of resources and materials. The chairman of the Graduate Division studied teacher centers in England and the United States in 1970 and started the concept of the center in 1975.

Information: Newsletter periodically published; Notre Dame College catalogues. Workshop lists available at $1 (to cover costs, postage, handling).

SOUTHERN NEW JERSEY REGIONAL TEACHER CENTER

Robinson Building
Glassboro State College
Glassboro, New Jersey 08028

(609) 445-5371

Director: John Gallinelli

Hours: We have five site locations (names, addresses, and telephones for each site are listed under "Staff" below). Each center is open Monday through Friday, 10–5 and one evening a week. Closed during July.

Program: The major purpose of this six-county regional teacher center is to provide teacher-selected assistance for teacher-perceived needs. Through a network of teacher leaders, we have "teachers helping teachers." There are five different locations (one in each county) staffed by a site coordinator and a clerk/typist. Actual programs are determined by teachers. Local-site policy boards advise the coordinator in matters concerning programs, budgets, and communications. Programs range from structured to nonstructured sessions for the individual teacher or groups. Examples of activities include sharing sessions by content or grade level, make-and-take activities, single and sequential workshops. The regional policy board supervises all teacher center activities.

Graduate credit courses are offered in summer and continue in fall, as teachers apply what has been learned. Materials developed in these classes are shared with appropriate level teachers throughout the region.

Needs Assessment: At the beginning of the project, 13,000 questionnaires were distributed to teachers within the region. The results were the basis of our first year's program offerings. At the end of each activity we request suggestions for topics and teacher leaders.

Evaluation: A common evaluation form pertaining to program presentation and materials is used by all participants. The results are stored on tape.

Resources: Materials available differ from site to site. Generally, copiers, laminators, art supplies, learning centers, and resource books are available.

Staff: All staff are full time. John Gallinelli, director; Roberta Richards, curriculum/program specialist; Sandy Whitson, administrative assistant.

Atlantic County
Site Coordinator
Clayton Davenport School
500 Spruce Avenue
Cardiff, New Jersey 08232
(609) 645-2665

Camden County
Site Coordinator
George B. Fine School
3800 Gladwyn Avenue
Pennsauken, New Jersey 08110
(609) 662-2140, -2142

Cape May County
Harold Cotler, Coordinator
PO Box 148
Port Elizabeth, New Jersey 08348
(609) 825-9200, -9201, -9202

Cumberland County
Judy Davis, Site Coordinator
PO Box 148
Port Elizabeth, New Jersey 08348
(609) 825-9200, -9201, -9202

Gloucester County
Site Coordinator
Walnut Street School
Walnut Street
Woodbury, New Jersey 08096
(609) 853-1029, -1032

Salem County
Mollie Hibbard, Site Coordinator
Lakeview Offices
Route #45
Woodstown, New Jersey 08098
(609) 769-0646

Setting: Glassboro State College, the grantee, houses the regional office. There are five sites in five counties. The coordinator for the sixth county is housed in one of the five other counties. The counties served by the grant are the six southern counties of New Jersey. The population is urban, rural, and suburban. Activities are held in various schools and districts as well as at the teacher center sites. Four sites are housed in elementary school classrooms. One site is at a county superintendent's office.

Participation: The most frequent participants in teacher center activities are K-6 teachers. A major priority for 1979–80 is involving middle and secondary teachers in center activities. Other participants include school nurses, supervisors, administrators, librarians, and parents. Generally, most teacher center activities are held after school hours.

Fees and Credit: Participants can purchase laminating materials, poster board, and other art supplies at less than cost. Graduate credit courses are offered in the summer. The teachers pay only a registration fee.

Affiliation: Glassboro State College is the grantee.

Support: USOE Teacher Centers Program (staff salaries, materials, and telephone bills are paid by the grant). School districts contribute space and electricity. Glassboro State College provides consultant services for information systems and space and furniture for the regional office.

Decision Making: We have two types of policy boards. The Southern New Jersey Regional policy board, composed of school district and county administrators, school board members, college faculty, and grantee representatives, serve with county education association members. There are also representatives from a non-public, non-profit school and parent-teacher associations. Of the total membership, more than half (54.5%) are classroom teachers. This is the policy board which supervises all teacher center activities. We also have six site policy boards, whose composition is similar. The site policy boards advise the coordinators on matters relevant to that particular site and/or service area.

Origin: The Elementary and Secondary Education Departments at Glassboro State College have always been committed to inservice education for teachers. When the federal Teacher Centers Program began, the Dean of Professional Studies, Dr. Janice Weaver, encouraged representatives from local education associations, superintendents, school boards, and institutions of higher education to meet and prepare a proposal. The center was funded in September 1978.

Information: A regional newsletter "Connection" is printed four times a year. There are fliers which pertain to the functions of the teacher center, with names, addresses and phone numbers for each site. The individual site coordinators prepare calendars of events.

CATALYST
(Center for the Advancement
of Teaching and Learning)
Hepburn 112
Jersey City State College
2039 Kennedy Boulevard
Jersey City, New Jersey 07305
(201) 547-3094; 547-3098

Director: Mitchell E. Batoff

Hours: Monday through Thursday, 8:30 am–9 pm; Friday, 8:30–5; Saturday, 10–2.

Program: CATALYST's aim is to support the professional growth of school and college people who are (1) striving to develop students' basic skills; (2) attempting to nurture the motivation to learn; (3) wrestling with ways to develop the rational powers of an individual; and (4) making changes in the learning environment. These changes are based on a view that each child learns through active and repeated encounters with firsthand, concrete experiences, interaction with other people, and reflecting on these experiences and interactions. CATALYST offers to teachers and students an informal, collaborative, non-threatening milieu rich in stimulating things and ideas. It provides a meeting place where people, things, and ideas can freely interact.

College students, faculty, and local teachers come to browse, make instructional materials, experiment, cross fertilize ideas, use media technology, and actively learn. Some undergraduate and graduate classes are held here. Two daytime weekly film showings are held at CATALYST, and occasional Sandwich Seminars at noon. The Hudson County Superintendents' Roundtable meets at the center. After-school and Saturday workshops, seminars, discussions, mini-courses, and conferences are held.

Needs Assessment: Our advisory board from almost every school district in Hudson County informally tap the concerns of 10,000 teachers.

Evaluation: Three safeguards insure that our activities are appropriate: (1) internal ad hoc advisory committee, (2) 26-member external advisory board, and (3) formal and informal evaluation by those who use center services.

Resources: Make-and-take area with tools, triwall, wood; instructional games; recycle depot. Materials for working with the gifted; motivating devices for teaching basic skills; reading-media-technology area; materials to individualize learning. Early childhood learning center; materials for teaching filmmaking to children; microcomputer area; science areas containing small mammals, incubators, stream table, balances, microscopes; mathematics laboratory manipulatives. Area where teachers can screen films, filmstrips, tapes, records, video; theater where teachers can view films. Laminator; photocopier; large-print typewriter; silk-screen print set; Ektagraphic Visualmaker; transparency maker and lettering composer; materials for making and binding books; classroom printing press. Lounge area; periodicals; idea books; file on teachers and others with expertise in various fields, and places where exemplary programs and projects may be seen in action; multimedia, multisensory, and multilevel unit boxes on a variety of topics.

Staff: Full-time: Mitchell E. Batoff, director; Carmine R. Cicurillo, educational media coordinator; Charles A. Pratt, administrative assistant; Mildred Levine, secretary. Two to four faculty assigned here at our request from several departments in the school of education. These people are given three points of release time in their teaching load to work in CATALYST.

Setting: Located on the campus of Jersey City State College, two miles south of Journal Square on Kennedy Boulevard in Jersey City. This is in densely populated Hudson County in the northern part of New Jersey, across the Hudson River from New York City. The center is housed in a 5000 square foot room (former student snack bar) on the ground floor of Hepburn Hall, a distinguished example of Gothic architecture.

Participation: We have three target audiences: (1) the 10,000 teachers in 200 public and non-public schools in Hudson County; (2) undergraduate and graduate students; and (3) faculty, particularly in the school of education. Participation is on both volunteer and release time.

Fees and Credit: Facilities and services are generally free. Nominal charges for the use of consumable materials such as laminating film, triwall, and photographic film. In addition, some workshops and conferences require a nominal registration fee ($5 or less). Inservice credit offered for workshop series.

Affiliation: School of Professional Studies and Education, Jersey City State College.

Support: Initial funding came through a Higher Education Act Title VI matching grant and various state funds. The college provides our space, utilities, maintenance, and a small operating budget. The director is a tenured faculty member, and the administrative assistant is a library employee assigned to the center. These salaries are paid for out of the college budget.

Decision Making: Decisions are made by the director in consultation with staff. We have a 26-member advisory board of teachers and administrators representing almost every school district in the county, and an ad hoc advisory committee of faculty.

Origin: In summer 1977 a committee of education faculty was appointed by Dean Bruce Waldman. One major recommendation of the committee was that a teachers' center be established at the college. In spring 1978 a kickoff dinner was organized by the dean. Invited were selected faculty in the school of education and representatives from most school districts in Hudson County (who subsequently have become active members of our advisory board). Following the dinner meeting, Joseph F. Callahan, chairman, Division of Administration, Curriculum and Instruction, organized the teachers' center ad hoc committee. The present center director, Mitchell E. Batoff, was elected by the group to chair the ad hoc committee. Our formal opening was an open house reception in October 1979.

Information: Brochure, "What can CATALYST offer you?" Workshop calendar.

EDUCATIONAL EXCHANGE CENTER

Brookdale Community College
Newman Springs Road
Lincroft, New Jersey 07738

(201) 842-1900, ext. 318

Director: Barbara Goldstein

Hours: Monday through Friday, 9–5; Tuesday evenings, 7–9:30; Open all year.

Program: The Educational Exchange Center serves all those who are concerned with providing a responsive and individual approach to meeting students' needs. It is a place where adults concerned with facilitating changes in education can come to gain support, to learn to grow, to share, to explore different ideas about teaching and learning, to make things, to think and talk in a relaxed atmosphere.

The center offers practical workshops every Tuesday afternoon and evening throughout the school year, led by local teachers and administrators who donate their time to share their particular expertise with others.

In addition, multi-session programs, workshops, and conferences are scheduled at other times and appropriate fees are set. These are designed to meet needs of teachers, parents, and administrators in the Monmouth County area.

A teachers' advisory corps, made up of local teachers with special expertise and proven ability to teach their peers, is being formed to do inservice programs at local schools, arrangements to be made on a contractual basis. The EEC also serves as a resource center and clearinghouse of information and materials for those working with students, pre-school through high school.

Needs Assessment. A needs assessment form is distributed at all workshops, and through a CETA grant is distributed in all Monmouth County schools. In addition, people dropping in at EEC verbalize their needs and fill out a form.

Evaluation: People using the EEC on a drop-in basis are asked to fill out an evaluation form. Another form is used to evaluate each workshop or program.

Resources: The center has a recycle room where bags of scrap are sold. There is a small work area where make-and-take and games can be made. We have posterboard, transparencies, patterns, model learning centers, and other supplies on hand, plus use of overhead projector, laminating and copying machines. Resource library includes non-circulating collection of books, curriculum guides, vertical file information; circulating kits, filmstrips, records; free "game of the month"; monthly school exhibits.

Staff: Part-time director, Barbara Goldstein (who is also Brookdale College Community Education Program administrator). Coordinator, Elena Torregrossa, classroom teacher who helps arrange and oversee Tuesday workshops on a volunteer basis. Two CETA staff maintain center on daily basis; Brookdale Community College library intern catalogues materials; some volunteers from community groups; (none of this staff is permanent and usually changes annually).

Setting: Located in Brookdale Community College in four rooms, on the second floor of a small old house called the Community Resource Center. Lincroft is in central New Jersey in a suburban setting with easy access to major roads and Garden State Parkway.

Participation: Preschool through 12th-grade teachers from Monmouth County public and non-public schools. Also some special teachers, administrators, parents, Scout leaders, librarians. Some participants come from beyond Monmouth County. Most teachers use the EEC on volunteer time, although some receive release time. For all day conferences dealing with particular areas, schools may send individuals on release time. Efforts are being made to encourage this.

Fees and Credit: Fee for Tuesday workshops is $1; larger fees (up to $5 per session) for more extensive programs. No credit.

Affiliation: The center is affiliated with Brookdale Community College, but services the entire county and beyond, with no direct linkages with any particular school system or district.

Support: Community Services, Brookdale Community College provides space, publicity, and funds for daily operation and some supplies. Other support from CETA.

Decision Making: There is an advisory board made up of teachers, administrators, parents, and representatives of community groups. Since the center is non-funded and is under the direction of the administration of community education at Brookdale, the college hires and supervises staff. The advisory board suggests programs and services and serves as liaison to the community.

Origin: The center began in 1974 as an outgrowth of a community services non-credit program dealing with "The Open Classroom." Interested people attending that program formed the first advisory board and worked with the college personnel in planning programs. The nature of the center has continued to be a sharing place for local teachers, and Barbara Goldstein has continued to be the guiding force at the college.

Information: Brochures are printed three times a year and distributed to a mailing list of those previously using the center as well as copies to all administrators and teachers in county schools. Copies available on request. A slide presentation about the EEC has been compiled.

GARDEN STATE TEACHER CENTER

c/o Ramapo College
505 Ramapo Valley Road
Mahwah, New Jersey 07430

(201) 825-0839

Director: Stanley Chu

Hours: Monday through Friday, 9-6.

Program: The Garden State Teacher Center is a resource support system run by and for teachers. Working with teachers in the areas of their expressed needs, both within their classrooms and in the curriculum-rich facility, the center encourages an ongoing personal dialogue among adults.

Curriculum workshops and seminars led by experienced teachers and center staff are given in language development, reading, math, science, art, classroom organization, and photography. Services and resources are available to the entire education community, preschool through high school.

Resources: Space and supplies are provided for exploration in language development, reading, math, science, art, and photography. Tools and laminating equipment are available to design and construct curriculum materials. Staff are available to suggest new uses of materials and their possible implications and relationships to the development of children.

Staff: Stanley Chu, director; volunteer teachers.

Setting: The center occupies a large room and office space at Ramapo College in Mahwah, located in northeast New Jersey.

Participation: The center facility and services are open to over 11,000 teachers in the 75 school districts within Bergen County. Teachers participate on volunteer time.

Fees and Credit: No fees. Participating teachers may qualify for inservice credits.

Affiliation and Support: Bergen County Superintendent's Office, the Bergen County Education Association, and Ramapo College provide non-financial support. Funding is through a special project of the Educational Improvement Center-Northeast.

Decision Making: Decisions are made by the center director and a policy board composed of a majority of elected Bergen County teachers.

Origin: In September 1977 a countywide election was sponsored by the Bergen County Education Association to elect teachers to the teacher center policy board. The board began meeting in October 1977 to respond to the need for a teacher center within Bergen County. The center opened April 10, 1978.

Information: Calendar covering two months and workshop session handouts.

TEACHER SERVICES CENTER OF THE EDUCATIONAL IMPROVEMENT CENTER—NORTHWEST

202 Johnson Road, Building No. 3
Morris Plains, New Jersey 07950

(201) 539-0331

Directors: Susan Bright, TSC; Thomas S. Hamill, EIC-NW

Hours: Monday and Thursday, 9–5; Tuesday and Wednesday, 9–8; Friday, 12–5; Saturday, 10–1. Open all year.

Program: TSC provides enrichment, consultation, and resources in a place where teachers, administrators, parents, and community members can "let go and get going again." The center emphasizes the extension of personal as well as professional lives, believing that the integration of the two will enhance both school and home education. While aspects of the program are prescheduled and publicized, spontaneity is more our theme. TSC exists to assist an individual at the time when need, crisis, or decision making can be supported. The center is for the exchange, sharing, exploring, and discovering of ideas in a supportive, informal atmosphere.

TSC program is two-faceted. The scheduled facet includes: (1) extending/sharing sessions (on topics such as "Electricity and Living Things," metrics, or ERIC) held after school and on Saturday. Topics range from specific content area or grade level needs to hobbies, life skills, and relaxation activities. "Teachers teaching teachers" is the main aim, although many consultants have also volunteered their time. (2) EIC-NW consultants (all content areas and grade levels) are scheduled to be in the TSC one day a month to meet with participants on a first come, first serve basis. Participants drop in to discuss anything from an individual child, to classroom activities, to total district planning. (3) Two vans regularly visit the outlying schools within our region to provide educational materials, resources, and assistance. (4) Visits to the TSC by total school staffs, college classes, community and parent groups for inservice sessions, group work sessions, and meetings.

The ongoing, unscheduled facet includes: (1) A drop-in center with a warm, informal, supportive atmosphere for browsing, relaxing and talking, as well as a place to share and explore new or not so new concepts and ideas. (2) An educational lending library of professional and student materials. (3) A workspace for building and constructing anything from learning centers to triwall cardboard carpentry furniture.

A satellite center in Andover, New Jersey, serves the counties of Sussex and Warren.

Needs Assessment: Assessment is done daily in the center through informal conversation and a written questionnaire. A formal needs assessment is conducted yearly by the evaluation team of the EIC-NW.

Evaluation: Informal evaluations are primarily verbal. Formal evaluations are completed through the use of a questionnaire following a particular service.

Resources: Professional library; games, kits, manipulatives, filmstrips, cassettes, texts, and dittos; 16mm films and AV hardware and software; materials for the learning disabled; production workspace including laminator, xerox, duplicator, transparency maker; recycle area; triwall tools and supplies; lounge; two traveling vans.

Staff: Susan Bright, director; Marge Henry, coordinator; Carol Novik, Gloria Mikowski, Cathy Nuspl, Sally Sullivan, Carol Lombaerde, client assistance; Corrina Lin, librarian; Chris Chernes, Kathy Beck, vans.

Setting: TSC occupies a bright, spacious area within the EIC-NW in suburban Morris County, about 40 minutes west of New York City on Route 80. Centrally located and adjacent to major arteries.

Participation: Participants are educators from all content areas, pre-K through higher education, as well as parents and community members from 195 urban, suburban, and rural school districts. The facilities are used by individuals and school districts initiating their own release time, or utilizing the TSC during evenings, weekends, and holidays.

Fees and Credit: Regular membership—free (borrowing privileges for books and materials; use of all TSC resources); Friends of the TSC—$10 (all privileges of regular membership; subscription to newsletter; no registration fee at extender sessions; free film rental); subscription only—$3 (12 issues of the TSC newsletter). Production room and extender materials are at cost (60¢ for one meter of laminating); $1 registration fee for non-members at extender sessions. No credit through TSC, although EIC-NW does offer credit for some activities.

Affiliation: Teacher Services Center is a project within the Educational Improvement Center-Northwest, a regional intermediate school district that responds to the needs of public, private, and parochial schools in the six northwestern counties of New Jersey.

Support: As a project within the EIC-NW, the Teacher Services Center is supported by federal, state, and private funding sources.

Decision Making: Cooperative effort among the Teacher Services Center staff, the Educational Improvement Center staff, and a board of directors which governs EIC-NW. TSC is forming an advisory council to assist in program decisions and recommendations.

Origin: TSC began in July 1979 as an outgrowth of a pre-established educational library. Needs in our region indicated an increased demand for more active involvement on the part of teachers. The initial library concept, funded by a 1972 ESEA Title III grant, was reassessed through a formal needs assessment and informal teacher opinion surveys; hence, the redesigning of a project and service more applicable to the staff and clients.

Information: A monthly newsletter/calendar.

NEWARK TEACHER CENTER

Marcus Garvey School
131–13th Avenue
Newark, New Jersey 07103

(201) 643-3451

Director: James L. Lerman

Hours: Monday through Thursday, 8–5:30; Friday, 8–4:30. Open all year.

Program: The Newark Teacher Center provides opportunities for individualized professional development for the teachers of Newark. With the help of consultants and center staff, teachers can develop, produce, or adapt curriculum. A yearlong series of workshops led by teachers is offered at the center and in schools on topics determined by the needs assessment preference survey. Center staff will work as advisors in the classroom during the school day. The center is open before, during, and after-school hours for teachers to drop in and browse through or borrow from the professional library. Teachers also participate in curriculum study task forces which develop learning packages on specific topics.

"Teacher Stress in an Urban Center," a research study grant from the National Institute of Education, has been awarded to Montclair State College in cooperation with the center. With consultants from Montclair, teachers will study causes of stress in the Newark schools and plan methods of dealing with stress effectively. Discussion groups and workshops devoted to teacher morale, stress, and burnout will be offered at the center.

Needs Assessment: The needs assessment preference survey developed in spring 1978 is used to determine levels of interest in curriculum delivery methods, evaluation techniques, classroom management/discipline, instructional topics, and content areas as well as in various topic areas for the curriculum study task forces. The survey of teacher stress and morale asks teachers to rate statements in three categories—school characteristics, teaching stress, and job satisfaction and morale. Informal needs assessments are also conducted by center staff.

Evaluation: Before each workshop, participants are asked to fill out pre-workshop assessment forms asking them to number in order of importance statements in two categories—"the reason you're in attendance" (e.g., "improve professional skills and understanding") and "what you consider should be the specific purpose of this workshop in terms of individual growth and in terms of the educational program" (e.g., "improve qualifications as a teacher"). After each workshop, participants are asked to fill out an evaluation form which asks them to rate as excellent, good, fair, or poor statements made about the workshop (e.g., "objectives of the workshop were achieved"). Informal evaluation is also encouraged through direct, on-site feedback.

Resources: Professional library; resource collection of commercial and teacher-made materials. A make-and-take area provides materials, tools, and equipment. Plans call for a lounge area for coffee and conversation.

Staff: James L. Lerman, director; Ronna L. Waller, project coordinator; Joan Coppola, John P. Duggan, Robert F. Walsh, project teachers; Jessie D. Haynes, secretary; part-time resource center coordinator.

Setting: The Newark Teacher Center is located at Marcus Garvey Elementary School in the heart of Newark's central ward. The resource center on the first floor is a double-sized classroom with adjoining director's office and storage room. Other offices/workrooms are located on the second and third floors of the school.

Participation: Public and private school teachers (K-12) from Newark participate on volunteer time (workshops are held a half-hour after school).

Fees and Credit: Inservice credit available for workshops. Arrangements for graduate credit through Montclair State College are being worked out. Some workshop activities may have fees, although exact amounts are not yet established.

Affiliation: Newark Board of Education is the fiscal agent. Affiliations have also been developed with Kean College of New Jersey, Rutgers University (Newark), and Montclair State College.

Support: Funded by a grant from the USOE Teacher Centers Program. Physical facilities and some equipment are provided by the Newark Board of Education. The teacher center also houses a Bilingual Resource Center which is administered by the Office of Bilingual Education of the Newark Board of Education through an ESEA Title IV-C grant.

Decision Making: The policy board consists of eight teachers (one non-public), three central office staff members, two school administrators, two IHE representatives, and one ex-officio member from the regional educational improvement center. Decisions on programming are proposed by center staff to the policy board for approval. Staff are hired by the board of education on recommendation by the policy board.

Origin: James Lerman secured the cooperation of the Newark Board of Education and the Newark Teachers Union in collaborating on a proposal to the USOE Teacher Centers Program. The center was one of eight planning grants funded during the 1978–79 school year. The operational phase of the center began with the 1979–80 school year.

Information: "So You Want to Start a Teacher Center" by James Lerman. Newsletters and brochures produced periodically. Slide/tape presentation.

ALBUQUERQUE TEACHERS' LEARNING CENTER

712 Girard Boulevard NE
Albuquerque, New Mexico 87106

(505) 265-8863

Director: Ruthe E. Duquette

Hours: Monday through Thursday, 7:30–6; Friday, 7:30–4; first and third Saturday, 9–1. Open all year.

Program: The aim of the center is to assist teachers in improving their skills in providing child-centered education. This is accomplished through both formal and informal inservice opportunities dealing with interpersonal communication skills, classroom organization and management techniques, and improving knowledge of content areas.

Release-time, after-school, and Saturday workshops are offered. Curriculum development is fostered through mini-awards ($25–50) to design new learning activities; try new program ideas; create a project with another teacher; construct instructional games, art projects, behavior management programs, task cards. Advisory work, "side by side in the teacher's classroom," is done at teacher request. An advisor may be TLC staff or a district classroom teacher with expertise in the requested area. An area in the center provides space and materials for production of learning aids.

Needs Assessment: A two-page "Needs Assessment and Evaluation of Services" form was distributed in May 1979. In one item, teachers were asked to list three major learning needs of their own students. "For each need, check the best service TLC could supply to you: Inservice (workshops, consultants, seminars, courses), Classroom Visitation (within or outside your building), Advisory Services (side-by-side in teacher's classroom)." In addition, an informal needs assessment process is ongoing as individual teachers make requests during staff visits to schools, by phone, or during visits to the center.

Evaluation: Every formal activity conducted by the center is evaluated by each participant through the use of an evaluation form.

Resources: Space and equipment for creating a variety of learning activities and materials. Idea file of teacher-generated materials. Laminating equipment, primary typewriter, offset press, audiovisual production and presentation equipment. Professional library and book exchange.

Staff: Ruthe Duquette, director; Omar Durant and Sharon Belew, associate directors; Dee Weeks, media technician; Irene Harlow, secretary. All staff are full-time.

Setting: The center is located in one of the district's middle schools centrally located to the schools served. An old band room has been transformed into a warm and hospitable environment. Warm earth tones have been used on the walls, as well as in the furnishing and decorations. The multicultural influences that predominate in the city have been echoed in the center.

Participation: Any public or non-public teacher or paraprofessional in the 17 schools within the south area of Albuquerque Public Schools. Participation is on volunteer and release time. Funds are available from the USOE grant to provide substitutes for teachers attending workshops during school hours.

Fees and Credit: No fees are charged for use of the center or materials. Some courses are available for university credit (fees paid to the university), others for recertification credit.

Affiliation: Albuquerque Public Schools.

Support: Albuquerque Public Schools and USOE Teacher Centers Program.

Decision Making: A policy board consists of representatives from each of the schools within the area being served, plus representation from special and vocational education, public school administration, and higher education.

Origin: South Area Advisory Council of Albuquerque Public Schools developed an interest in the concept of teacher centering and applied for a USOE grant, which was received in fall 1978.

Information: A brochure is available describing center services. Newsletter and calendars describing offerings of the center. A slide/tape has been produced that describes the history of the TLC. Included in New Mexico Teachers' Centers Network brochure.

THE LAS CRUCES TEACHERS' CENTER

Corner of Linden and Bell Streets
Mesilla Park, New Mexico

(505) 526-9400; 523-9220

Mailing Address:
301 West Amador
Las Cruces, New Mexico 88001

Director: Sharon S. Meier

Hours: Monday and Thursday, 8 am–8:30 pm; Tuesday and Wednesday, 8–6; Saturday, 9–3:30.

Program: The center emphasizes a warm, supportive environment for teachers and others. Workshops and formal course work are held periodically throughout the entire year based upon requests from users. Teachers are encouraged to use the center on a drop-in basis, as well as to schedule specific appointments with staff members.

All courses have been developed cooperatively to meet the diverse needs of attendees. The center has assumed the role of "broker" in the district and surrounding communities, matching up people with others who can fill their needs, and people with common interests. The center offers several ongoing workshops taught by staff or trained volunteers. Topics include triwall carpentry, photography, audiovisual production, and puppetry.

New Mexico State University education professors bring their preservice classes to the center on a regular basis. Often those students become members of the center. Church school teachers use the center to develop effective materials for Sunday School classes. They purchase a membership which entitles them to use the center.

Needs Assessment: We informally assess needs through policy board, staff inquiring of people who visit the center, and other personal communication.

Resources: Professional library; commercial simulation games; math and metric materials; teacher-made materials; transparency originals; pictures and charts for check out; recycle center; triwall and simple wood working tools; darkroom; cameras, laminators, opaque projectors, overhead projector, transparency maker, slide projector, copier, ditto, electric paper cutter, primary typewriter, tape recorder, sewing machine.

Staff: Full-time staff: Sharon S. Meier, center coordinator; Yolanda Camacho, secretary; Maria Lopez, staff artist; Maria Silva, audiovisual specialist. A Project Excel student works about 20 hours per week for a seven-week period. Policy board members and Alpha Delta Kappa members (educational women's honorary society) volunteer two evenings per week.

Setting: Former school in Mesilla Park, south of Las Cruces, 47 miles north of El Paso. The center uses the cafeteria (production, library and resource, office areas) and former cooking area (where all materials for purchase are stored, artist and AV specialist have work areas, and small workshops can be given); a hallway which houses the recycle area; two bathrooms (one converted to a darkroom); two former classrooms (one for small workshops and professional library and the other for triwall workshops); separate kitchen and two additional storage areas.

Participation: Teachers from Las Cruces' 24 elementary and secondary schools attend on volunteer time. University students, substitute teachers, and church school workers use the center on a less frequent basis, usually during school time. Children use the center with their teachers; private nurseries and day care teachers, parochial teachers, and Boy and Girl Scout leaders also participate. Specific programs such as bilingual, migrant, learning centers, or reading labs use the center in a release-time or inservice capacity.

Fees and Credit: For any New Mexico State University accredited course held at the center, participants pay regular university fees. Some other workshops require up to $5. State recertification credit is available for certain classes, with one hour of credit given for 16 hours of participation. Currently, those classes may count for salary schedule increments as well.

Affiliation and Support: Las Cruces School District. Volunteers.

Decision Making: A policy board created initially to get the center on its feet now establishes policy and makes larger financial decisions. The board, representative of all schools, special education, vocational education, and administration, is responsible for carrying the news back to its respective units, collecting data and information, and distributing materials. The board assists the director in making programming decisions, although final responsibility falls to the director. The policy board hires the director.

Origin: The center began as a grassroots project. Two teachers approached the superintendent, whose encouragement in drawing together other teachers, administrators, community, and university staff gave the initial thrust for creating a center. At a meeting, more than 200 people came full of ideas and hope. Superintendent John E. Stablein committed a salary for a director (coordinator in this district) and a full-time secretary/aide. He also committed a building, utilities and other district support. All furniture was begged, borrowed, or pilfered during the first year. A few pieces of equipment were purchased. Gallons of paint and tons of volunteer labor turned the old former laundry building into a masterpiece. The doors of the teachers' center opened officially on October 3, 1977. In fall 1978, the center moved to its present location in a former school.

Information: The center has been instrumental in organizing the New Mexico network of teachers' centers. The purpose is to encourage and support teachers and districts interested in establishing teachers' centers. Some support money for this comes from the state department of education.

Meier, Sharon; Hall, Barbara; Mai, Robert. "Administrative Backing for a Teachers' Center: The Las Cruces Example." In *Building a Teachers' Center,* Kathleen Devaney, ed. pp. 273–278. San Francisco: Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, 1979.

RURAL NEW MEXICO
TEACHER CENTER

Box B
Zuni, New Mexico 87327

(505) 782-2572

University Address:
Room 2045
Mesa Vista Hall
University of New Mexico
Albuquerque, New Mexico 87131

(505) 277-6350

Director: Joanne Metzler, on-site coordinator

Hours: Zuni: Monday through Thursday, 12–7; Friday, 12–5. Ramah/Pine Hill: Monday through Friday, after school and early evening. Flexible weekend and evening hours by appointment.

Program: The purposes of the center are to encourage and support personal and professional growth in an isolated, rural, culturally diverse area; also, to facilitate interaction and understanding between educators coming from outside the area and community members from the Zuni and Navajo tribes.

There are three major components of the program. (A) To provide a professional resource library and materials development center. (B) To offer University of New Mexico graduate credit course work and workshops meeting professional needs and interests. This component also includes classroom assistance and advisement upon request. (C) To help teachers understand and appreciate Zuni and Navajo cultures and languages.

The vast majority of teachers in the service area are not members of the cultural groups being served (Zuni and Navajo Native Americans). Minigrants are available to teachers for individual research and projects. Activities include after-school graduate credit courses on topics such as reading (necessary for New Mexico recertification), bilingual/bicultural curriculum development, early childhood education. Workshops include patterns of magic, communications skills, Pueblo pottery making, archaeology, puppetry, classroom management.

Needs Assessment: Two formal needs assessments were done in 1979 at both elementary and secondary levels. The spring one stimulated teachers to think about possibilities and write down requests. The fall assessment followed up on spring suggestions to make sure potential participants were still interested. The on-site coordinator and policy board members in each school conduct ongoing, informal needs assessment.

Evaluation: A small questionnaire is distributed at the end of each course and workshop. A formal evaluation plan is being developed for the center.

Resources: Professional library including extensive periodical section. Materials development center with games and learning center ideas and samples. Laminating and reproduction equipment, photographic equipment and darkroom, and publishers' samples for curriculum evaluation. Science and math materials for classroom use. Lounge area.

Staff: Project director based at the University of New Mexico; Joanne Metzler, full-time on-site coordinator; full-time secretary; three part-time secretaries/staff assistants at sites.

Setting: The Zuni site comprises six small rooms (library, office area, materials development room, curriculum evaluation room, laminating/workroom) in the west wing of a former hospital. The Pine Hill site includes one large room, office area, and storage in an old library. The Zuni reservation is 160 miles west of Albuquerque on the western border of New Mexico (40 miles to nearest small town). The Pine Hill site is 45 miles southeast of Zuni.

Participation: K-12 teachers from ten public, contract, and parochial schools covering a 45-mile area. Some use by aides (who are parents), administration, and community. Also serves Bureau of Indian Affairs schools in the area. No release time, all work done on volunteer time.

Fees and Credit: No fees for workshops or center use. Graduate credit courses charge University of New Mexico fees. Recertification credit available.

Affiliation: University of New Mexico.

Support: USOE Teacher Centers Program. The Zuni tribe and Ramah/Navajo Chapter provide facilities at minimal cost.

Decision Making: Policy board comprised of representatives from each of the schools being served in the area, as well as vocational and special education, the University of New Mexico, school boards, and Zuni and Navajo tribes.

Origin: Proposed by a group of teachers from the area, who in turn sought assistance from the University of New Mexico to develop the USOE grant proposal, in order to assist in meeting the needs of staff in a culturally diverse area. Course work and workshops in the schools began in September 1978.

Information: Newsletters, fliers, slide/tape presentation. Included in New Mexico Teachers' Centers Network brochure.

BAY SHORE TEACHER CENTER

Bay Shore Junior High School
393 Brook Avenue
Bay Shore, New York 11706

(516) 665-1700

Director: William Fibkins

Hours: Monday through Friday, 8–4.

Program: "The main focus of the center is to encourage the use of our own resources to help each other: teachers helping other teachers." The center is a physical facility within the school where teachers can meet on a voluntary basis to share ideas related to their professional and personal lives. A staff development program is also offered during the school day for secretaries and custodians, as well as for professional staff. Activities include workshops, filmstrips and films, lectures and discussions on professional topics. Staff development programs are also offered at the two new centers, at Bay Shore High School and the Fifth Avenue Primary School.

A positive community involvement program has been developed by the teacher center and the Bay Shore Resource Network, a community group, with support from the New World Foundation. The purpose of the program is to develop positive school and community exchanges and to focus on areas of common concern to schools and the community. For example, an energy conference involving school and community groups was held in the community in November 1979.

The center also sponsors a parent education program, in which parents and teachers together conduct workshops to help parents better understand the problems of their children.

Needs Assessment: Needs are determined by direct, monthly contact of center staff with teachers.

Evaluation: Informal face-to-face contact after each program.

Resources: Resources available at each school: videotape equipment, closed circuit television, audiovisual aids, professional library, comfortable meeting areas.

Staff: William Fibkins and Nancy Sherman, coordinators; Frank Lascher, CETA senior citizen.

Setting: Large, attractive classroom adjacent to the teachers' cafeteria in Bay Shore Junior High School, Long Island, New York.

Participation: Teachers, administrators, support staff, parents, and community members from Bay Shore School District. Release time is available for presenters and some participants.

Fees and Credit:	None.
Affiliation:	Bay Shore School District.
Support:	Bay Shore School District with grant from New World Foundation for school/community network.
Decision Making:	Policy board made up of teachers, school secretaries, parents, citizens, and administrators from each of the public and private schools in the community, and one representative from Bank Street College of Education.
Origin:	Bill Fibkins and about 40 other teachers developed the center, following a three-week, district-supported, inservice workshop, "The Teacher as a Learning Activator," held in spring 1972. University personnel from SUNY (State University of New York) Stony Brook contributed efforts and resources to develop the center, as did other school teachers, administrators, and non-professional staff. Elementary and high school centers opened during 1979.
Information:	Monthly calendar. Described in *Focus: AFT-NYSUT Teacher Centers*, AFT Teacher Center Resource Exchange, 11 Dupont Circle, Washington, DC 20036. Fibkins, William. "Ownership and Dialogue in Transforming Teachers' Work." In *Essays on Teachers' Centers*, Kathleen Devaney, ed., pp. 49–56. San Francisco: Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, 1977. Fibkins, William. "The Whys and Hows of Teachers' Centers." In *Supporting the Learning Teacher*, Marilyn Hapgood, ed., pp. 257–263. New York: Agathon Press, 1975.

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INTERMEDIATE SCHOOL #162 RESOURCE CENTER

600 St. Ann's Avenue
Bronx, New York 10455

(212) 665-0414

Director: Robert Nierman

Hours: Monday through Friday, 9–3.

Program: "We call it a resource center, not a teacher center, because we have programs for parents and students as well as for teachers." Space, facilities, and participation processes are organized to find answers to these questions: "How can teachers improve the quality of instruction in their classrooms? How can communication be improved within the school so that creative ideas can be shared and fostered? How can parents and students become more directly involved in the educational process? How can the school develop an environment that is comfortable, fresh and vibrant?"

Workshops and projects in curriculum development and staff training, originated by individual faculty members or groups, are held at lunchtime and after school in the center.

The resource center coordinates special grant programs which operate in the school; these have included a nutrition education program, and a career education project for eighth graders.

Resources: Audiovisual and multimedia equipment: duplicator, microfiche reader and reader-printer, close-up pocket Instamatic camera, photo lab, video studio with control booth and cameras. Project room with graphic arts area, laminating press, cooking area, wood carpentry area. Lounge-conference room, professional library, study alcoves for teachers; curriculum materials created by I.S. #162 teachers are photographed in microfiche for the curriculum library.

Staff: Robert Nierman (English and dramatic arts teacher), half-time; half-time administrative assistant.

Setting: Several rooms in one wing of Intermediate School #162, in New York City District 7, South Bronx.

Participation: Teaching and support staff, students, and parents of I.S. #162 and its five feeder elementary schools. Teachers attend on volunteer time.

Fees and Credit: None.

Affiliation: Community School District 7, New York City.

Support: New York Board of Education.

Decision Making: Harvey Goldenberg (school principal) and the school development team administer contract funds. The team is composed of six teachers, three parents, and three students, each elected by its own constituency. The team meets to make decisions on proposals which faculty or community members develop for projects or workshops.

Origin: The school's efforts for staff renewal and community participation began in 1970 in collaboration with City College (City University of New York) under a grant from the USOE Urban/Renewal program. In 1974, the resource center took its present shape in collaboration with the Urban Coalition under contract with the National Institute of Education.

Information: "Re-News," bimonthly newsletter.

WEST GENESEE/SYRACUSE UNIVERSITY TEACHING CENTER

Stonehedge Elementary School
Camillus, New York 13031

(315) 487-4642

Director: Gwen Yarger

Hours: Monday through Friday, 8–4. Open informally during summer.

Program: Purposes of the center include:

(1) Implementation and ongoing evaluation of teacher preparation programs. Preservice students are aided and monitored by campus instructors and advisors, field-based university supervisors, and teachers who have helped design the programs. (2) Working with school-based individuals to provide teacher-generated professional development, programs cooperatively designed and implemented with the university, a non-threatening location to practice new ideas with classroom students, and a support structure while testing new ideas. (3) Developing and conducting research studies to investigate the effectiveness of both preservice and inservice programs. The preservice program has developed as a result of a strong collaborative effort between the university and the West Genesee School District. Communication between the two groups has resulted in a four-year developmental field experience for university students. With several undergraduate classes being taught at the teaching centers, professors are no longer simply observers, but have become participants in the classroom. At the same time, teachers have become more active in professional development.

The inservice program for classroom teachers includes a variety of activities. Short-term workshops are used to provide immediate response to requests and to spark interest in development of ongoing training. Workshops have included such topics as "Publisher's Display," "Cartooning in the Classroom," and "Dealing with Competency Testing." Training for 8–15 weeks has included such topics as "Signing," "Mainstreaming," and "Discipline—a Matter for Instruction."

Research has been conducted by teachers, individuals from the university, or as a combined project. Studies have been conducted related to the use of materials in the classroom, children's thinking as they learn to read, and effective styles of supervision.

Needs Assessment: Formal written assessments are used about once a year. Short informal needs assessment is done on a regular basis. Additionally, teacher representatives sit on program committees and act as the spokespeople for their constituency. They have assumed the responsibility of gathering information through one-to-one or small-group contact.

Evaluation: At the end of each semester the various programs are evaluated. In addition, the total services of the center are also evaluated.

Resources: Professional library and curriculum materials are housed in the resource center, which also serves as a clearinghouse of teacher ideas. Laminating machine, cassette tape recorder, video tape equipment. The center has access to university equipment, ERIC searches, and university libraries.

Staff: Gwen Yarger, coordinator; two graduate assistants, who assist primarily with the preservice program; and a full-time secretary.

Setting: The center has offices in an elementary school and a classroom that is used for meetings, workshops, etc. The center works with six schools K-6, two 7–9, and one 10–12.

Participation: Participants include classroom teachers, special teachers, and administrators. Special programs have involved parents and community. Occasionally the center will support teachers' attendance at conferences which occur during the school day. Other programs have been developed in which a professor comes to the teacher's classroom to provide support and testing of training received outside the classroom.

Fees and Credit: West Genesee teachers who work with Syracuse University preservice students "deposit" hours contributed into a voucher pool. These vouchers pay for any West Genesee teacher to enroll in center courses and receive university graduate credit. The resource center, workshops, and other center activities are free. Syracuse preservice students receive undergraduate credit and pay regular university fees.

Affiliation: Syracuse University and West Genesee Public Schools.

Support: USOE Teacher Centers Program.

Decision Making: A directing council composed of representatives of school and university participants (more than 50% classroom teachers). Members include teachers and principals from the schools in the district most closely involved with the center; university faculty; dean or his delegate; two university students whose field placements are in the center; university head of the division of teacher education; school superintendent; and representatives of teachers' association.

Origin: In 1973, West Genesee Public Schools and Syracuse University decided to pool several of their resources and tackle their common tasks together.

Information: Newsletter; annual report (available on request); statement of agreement between Syracuse University and West Genesee (available on request).

Described in *Focus: AFT-NYSUT Teacher Centers*, AFT Teacher Center Resource Exchange, 11 Dupont Circle, Washington, DC 20036.

READING RESOURCE—STUDY SKILLS CENTER

Cicero High School
Route #31
Cicero, New York 13039

(315) 699-2611, ext. 63

Director: Gail Roemmelt

Hours: Monday through Friday, 7:30–3:30.

Program: The Reading Resource-Study Skills Center is a place where high school teachers and students can drop in to work on improving their skills and developing new materials, curriculum, and learning alternatives. Center staff provide teachers with opportunities for individual consultation and team planning and teaching; offer ongoing mini-courses and workshops; and supply current information about teaching-learning strategies and possibilities and strategies for grant writing. Through independent study programs, center staff help students improve skills in such areas as test-taking, reading development, vocabulary power, speed reading, and speed writing. The center also offers tutoring programs for students in remedial reading, preparing term papers, and other areas.

The center is available to the entire school population as a materials resource and retrieval center. Ideas and teacher-made or commercially prepared materials are circulated in response to curriculum needs and individual interests.

Needs Assessment: Needs are assessed informally through idea-sharing and districtwide targeting, which requires teachers to establish their own personal and professional objectives each year. Teachers are evaluated according to successful completion of their pre-established targets.

Evaluation: We use a very informal evaluation process, e.g., we keep materials utilization logs, teacher participation tallies, and do a lot of listening to what our colleagues say.

Resources: Advisory: professional library-media center includes a classroom, video recording center for individuals or small groups, television studio and classroom, laminating machine. Center has access to all school resources, rooms, and equipment including microcomputers, an animal laboratory, greenhouse, kiln, woodshop, metal shop, two large-group instruction rooms.

Staff: Gail Roemmelt, full-time advisor; part-time teacher aide and teaching assistant; part-time volunteer library-media staff including two specialists and a coordinator; three secretaries; several grade 10–12 student tutors.

Setting: The center is a small, intimate room housed in Cicero High School library. Cicero is located approximately ten miles north of Syracuse on Highway 81.

Participation: Cicero High School teachers and students participate on volunteer time. Parents and paraprofessional staff also use the center.

Fees and Credit: None.

Affiliation and Support: Cicero High School.

Decision Making: Decisions are made by Devillo Sloan, district director of reading and language arts, K-12; Peter D. Scholl, Cicero High School principal; library-media-reading/resource advisory committee; Gail Roemmelt, advisor; and North Syracuse School District.

Origin: The advisor position at Cicero High School was created in response to a schoolwide needs assessment. The advisor, district director of reading and language arts, Cicero High School principal, and an associate principal delineated facilities and functions. The center opened in 1974.

GRASS ROOTS TEACHER CENTER

Institute for Experimentation
in Teacher Education
State University College
Cortland, New York 13045

(607) 753-4705; 753-2705

Director: Open

Hours: Monday and Thursday, 10–4; Tuesday, 5–10:30; Wednesday, 12–5:30; Saturday, 9:30–3:30. Closed June through August.

Program: The aim of the Grass Roots Teacher Center is to provide preservice experiences and educational ideas to undergraduate college students, and inservice experiences and educational ideas to teachers, administrators, college faculty, and parents.

The center provides monthly workshops to students at the State University of Cortland and to K-12 educators throughout central New York. Workshops held after school and evenings are free, and are conducted by classroom teachers, college staff, and administrators. Workshops stress basic skills, with additional workshops on behavior modification and seasonal and holiday ideas.

The center also serves as a drop-in center. College students and educators come to gather instructional ideas from displays made by the center staff, college staff, college students, or teachers from central New York. Educational displays change monthly.

Needs Assessment: A checklist of possible workshop topics was sent in the spring to schools in the immediate surrounding areas and to individual teachers from outlying areas who most frequently use the center, with a request to teachers to add details of the specifics they needed to have covered under each topic.

Evaluation: An evaluation worksheet is completed by participants after each workshop. Informal evaluations of the center are also done by college students.

Resources: Two large rooms with open space learning displays are available in the Grass Roots Teacher Center for work, and a smaller room for reading. An overhead projector, laminating machine, and opaque projector are available. Free working materials, such as scissors, glue, markers, and construction paper, are available.

Staff: Full-time coordinator (open); college students from college work-study program and part-time office support.

Setting: The Grass Roots Teacher Center is located in a campus building which houses the Institute for Experimentation in Teacher Education and the education department. Cortland, a university town surrounded by rural villages and towns, is located in upstate New York, approximately 35 miles south of Syracuse.

Participation: Center workshops are attended by K-12 teachers who participate on volunteer time and administrators from eight counties throughout central New York; by college staff, college students who primarily major in education, and preschool teachers. Informal visitations and use of the center, other than workshops, are by college students and elementary teachers.

Fees and Credit: No fees for workshops. Minimal fee for items purchased by center: magnetic tape, posterboard, and lamination. No credit.

Affiliation and Support: Institute for Experimentation in Teacher Education at the State University College at Cortland, New York.

Decision Making: The coordinator is a staff member at the Institute for Experimentation in Teacher Education (I.E.T.E.) at SUC at Cortland, and the head of the Institute is the coordinator's direct supervisor. The coordinator also works cooperatively with the education department. The center also has an advisory council with representatives from I.E.T.E., the education department, and classroom teachers from central New York who meet to assist in center planning.

Origin: The Grass Roots Teacher Center had its beginning in 1974 with Project Change, a federally funded project which functioned as a "Center for Educational Change and Early Childhood Teacher Education." Since 1975 the center has been fully supported by college resources.

Information: Brochure and newsletters.

ELEMENTARY MATHEMATICS RESOURCE CENTER

LaGrange Elementary School
Todd Hill Road
LaGrangeville, New York 12540

(914) 223-3103

Director: Lillian Eisberg

Hours: Monday through Friday, 8:30–4:30, by appointment. Closed during the summer.

Program: The purpose of the center is to improve elementary mathematics education in the Arlington Central School District.Teachers can visit the center after school or on allowable educational visitation time for make-and-take sessions and mini-workshops. Morning workshops on release time are conducted by center director, peer teachers, and math education specialists. An open house for parents is also held at the center.

In-school activities using center materials include: demonstration lessons in classrooms; after-school workshops for teachers; Superintendent's Conference Day workshops. The center also conducts sessions for parents, arranged by PTA's and principals, on topics such as metrics and helping your child in arithmetic, and sponsors workshops for parents to make learning aids selected by teachers. Teachers are responsible for recruiting their own parent volunteers and arranging workspace in their schools. Materials are supplied by the schools, teachers, and the center.

Needs Assessment: Informal questionnaire asking teachers to choose three first choices and three second choices from a list of workshop topics.

Evaluation: There is no formal evaluation process. A final report to the Mathematics Education Trust of National Council of Teachers of Mathematics included results of a questionnaire sent to all teachers involved in teaching elementary mathematics, to school principals, and to the director of curriculum, as well as copies of letters received about the project.

Resources: One room used to display mathematics materials arranged in interest levels. Materials include a unique variety of teacher-made and commercial programs, textbook series, instructional aids, games, puzzles, guides, activity cards, math lab manuals, and professional books. One room available for meetings and as a workshop/teaching area. Materials for making learning aids, including wood, nails, paint, posterboard, tag, blank playing cards, seals, popsicle sticks, colored chips. Also on hand is a large assortment of junk and waste materials donated by local industries, businesses, parents, and friends.

Staff: Lillian Eisberg, director and district curriculum specialist in elementary mathematics. Mary Jane Darcy, secretary, is at the center 10 hours a week. Parent volunteers have worked to prepare materials for workshops.

Setting: Two rooms in an elementary school in LaGrangeville, about 75 miles north of New York City in a rural area of southeastern New York. Arlington Central School District in Dutchess County borders the city of Poughkeepsie (population 32,000), which is about 12 miles from the center.

Participation: K-6 teachers, including those involved in Title I programs, resource room programs, and programs for the gifted and talented. The majority of participants are from Arlington Central School District, but occasionally come from other districts. The county Board of Cooperative Educational Services sponsored a morning at the center for county administrators. Students from Vassar College and State University at New Paltz come with their instructors to browse and for class sessions using center materials. Administrators have dropped in and parents have visited during open house. The district has provided release time for staff development activities in the 1979–80 Math Center budget.

Fees and Credit: None.

Affiliation and Support: Arlington Central School District, Poughkeepsie, New York. The center was funded during 1979 with a grant from the National Council of Teachers of Mathematics.

Decision Making: Director makes day-to-day decisions.

Origin: The center started in February 1974 with the appointment of Lillian Eisberg as elementary mathematics curriculum specialist. For the first year and a half, the center occupied a hall closet in the elementary school where she had taught sixth grade mathematics for six and a half years. With lowered elementary school enrollment, two adjacent classrooms became available. However, district reorganization to accommodate overcrowded conditions in the high school forced the center to move in April 1979 to its present location. Mathematics materials for demonstrations and for teachers to borrow for use in their classrooms were purchased with district funds, and teachers visited the center to browse, copy ideas, or try hands-on materials. However, there was a need to attract teachers who had never used center facilities or the director's services; to foster increased communication; to focus on new approaches to teaching elementary mathematics; and to have the center become known outside the district. A proposal was submitted to the newly created Mathematics Education Trust of the National Council of Teachers of Mathematics for funds to partially subsidize center activities (i.e., for release time for teachers to attend center workshops, for materials and woodworking tools, and for guest workshop leaders). The proposal was funded for the period of January 1978 to June 1979. The district has allowed funds in the 1979–80 Math Center budget for staff development activities.

Information: District newsletter, "Communicator," distributed to district residents, and "Staff Mailer," distributed to staff.

THE BRANCH-NEW HARTFORD TEACHER CENTER

E.R. Hughes School
Higby Road
New Hartford, New York 13413

(315) 724-9861 (school);
797-2045 (home)

Contact: Ruth S. Baxter

Hours: Monday through Friday, 9–5.

Program: "Our center is a work place for teachers. Some people puzzle over that. 'Isn't the teacher's job in the classroom instructing kids?' they ask. Yes, that's the visible part. But, like an iceberg, what you see is only part of the whole." The Branch provides the meeting place and resources for the "hidden" work that takes place outside the classroom: making instructional materials; reviewing new texts, periodicals, and professional literature; keeping up with new instructional methods and ideas; and sharing ideas and insights, materials, and plans with fellow professionals.

The center offers workshops, discussion groups, make-and-take sessions, curriculum group work, and drop-in time in a comfortable and inviting setting. Graduate courses in open education, developing curriculum, individual differences in the classroom, interpersonal communication, interpersonal influence, and higher levels of thinking skills are given in conjunction with Elmira College and State University of New York, College at Cortland.

Resources: Professional library containing instructional idea books, texts, and workbooks; on-loan learning center in instructional materials collection. Apeco copy equipment, laminator, bank of slides and videotapes, typewriters, scrounge materials. Store where teachers can buy low-cost materials such as fluorescent papers and board, colored index cards, markers, containers.

Staff: Volunteer staff. Teachers take turns running open hours and providing workshops.

Setting: New Hartford is in the Mohawk Valley near Utica in upstate New York. The Branch occupies two large connecting rooms in a former school building that houses district administrative offices.

Participation: Teachers from New Hartford Central School participate on volunteer time. Most programs are open to all interested teachers in the area.

Fees and Credit: Materials fees. Graduate credit through Elmira College and State University of New York, College at Cortland.

Affiliation: New Hartford Central District.

Support: Contributions and fund-raising activities run by teachers. District provides space.

Decision Making: Policy board consisting of New Hartford teachers, board of education members, assistant superintendent, representatives from Syracuse University, Utica College, New York State College of Technology, Oneida County BOCES.

Origin: With school district support the Branch began in 1973 as an offshoot of a graduate course in open education. The course was conceived, planned, and initiated by New Hartford teachers in cooperation with Sue Dalziel, staff member of Project Change at SUNY College at Cortland.

BOARD OF JEWISH EDUCATION TEACHERS' CENTERS

Seaford: **3833 Jerusalem Avenue**
Seaford, Long Island, New York 11783
(516) 785-5510

Westchester: **Hebrew Institute**
of White Plains
20 Greenridge Avenue
White Plains, New York 10605
(914) 682-0585

Manhattan: **426 West 58th Street**
New York, New York 10019

(212) 245-8200

Director: Shoshana Glatzer

Hours: Manhattan: Monday and Wednesday, 10–5; Friday, 10–2:30.
Seaford, Long Island: Monday, Tuesday, and Thursday, 9:30–3:30.
Westchester: Monday, Wednesday, and Thursday, 10–3.

Program: The centers conduct workshops in content and methodology, arts in the classroom, and also offer courses for university credit. Informal meetings are held with teachers to exchange ideas and to brainstorm. Individuals can drop in for help in lesson planning, developing classroom projects, and creating classroom materials.

Staff develop curriculum materials in all subjects such as a multimedia approach to learning and teaching prayer, "Journey in Israel through the Generations," and units in Hebrew language.

As part of an outreach program, staff visit schools and classrooms to observe, provide guidance, and conduct workshops. Staff also meet with youth leaders to plan special activities, such as weekend retreats and seminars.

Needs Assessment: Needs are assessed three ways: (1) staff communicating with teachers and principals during visits to schools; (2) close contact with centers' pedagogic specialists, who visit schools regularly; and (3) formal questionnaires that ask participants to check the workshops that would be most helpful to them.

Evaluation: A questionnaire evaluating specific workshops has been used at the Seaford, Long Island, center only.

Resources: Professional library, raw materials, laminating machine, xerox machine, resource materials in all Jewish curriculum areas, audiovisual software and hardware.

Staff: Shoshana Glatzer, director; Miriam Shapiro, coordinator, Westchester; Natalie Ray, pedagogic specialist, Long Island; Mina Halpern, teachers' center aide once a week, Manhattan; Betty Ann Ross, teachers' center aide once a week, Long Island; Barbara Sutnick, aide one day a week in each of the centers and a teacher in an afternoon Hebrew school; Rochelle Zupnick, aide, one day a week in Manhattan, and one day in Long Island.

Setting: The Manhattan center, located in the Board of Jewish Education Building, has a large professional library, one large room, and a media center. Housed in one large room and one small room at the Y, the Long Island center is located in the suburb of Seaford. The Westchester center, also in a suburb, occupies two rooms in a Jewish center.

Participation: Teachers from Hebrew elementary day and afternoon schools, once-a-week religious schools, Hebrew high schools; youth leaders from Jewish youth movements; principals of Hebrew schools; and parents from greater metropolitan New York and New Jersey.

Fees and Credit: Use of the centers is free. Charge for materials. Inservice credit available.

Affiliation: United Jewish Appeal.

Support: Board of Jewish Education of Greater New York. Support is also provided through a special grant from the United Jewish Appeal-Federation. The American Association for Jewish Education provides a grant for one part-time staff member.

Decision Making: The Seaford, Long Island, center has a teacher advisory board. Decisions are made by a consensus of the director, coordinator, staff, and advisory board. The director hires and supervises staff.

Origin: The Long Island center, first of the three, began operating in 1977 as an outgrowth of an inservice course. It grew from the need for teachers to share and exchange ideas, as well as a need to grow and improve as classroom teachers. Interest in the project in various communities made it necessary to expand to three centers and a fourth is opening in Suffolk.

Information: Fliers; calendar including all three centers.

G.A.M.E. (Growth Through Art
and Museum Experience)
Manhattan Laboratory Museum
Center for Art Education
314 West 54th Street
New York, New York 10019

(212) 765-5904

Director: Bette Korman

Hours: Monday through Saturday, 10–5.

Program: G.A.M.E. and the Manhattan Laboratory Museum provide a unique and varied curriculum-through-the-arts program for children of elementary and junior high school age and for their teachers. Special courses, workshops for teachers, and programs for the general public are offered. The floors of the Manhattan Laboratory Museum, our new home, are filled with exhibits in which everyone can explore nature, science, and art.

The Center for Art Education, a program for the children of School District 3, involves teachers and students from five schools in 12-week sessions that expand existing classroom curriculum through filmmaking, drama, printmaking, clay, and so forth. We provide teacher training in these areas through workshops and classroom visits by our staff.

The program in the museum exhibition area consists of three consecutive class visits or one-time visits. Focus is on one exhibit area, with floor demonstrations and participation by children. Pre- and post-training workshops are given for teachers, along with training in use of pre- and post-visit materials. Children from New York City, Westchester, Long Island, and New Jersey attend the classes.

Special events include monthly "festivals" centered around new exhibit openings for the public. In December a special program of ethnic folksinging and music accompanied the opening of our "Neighborhood in Transition—Three New York Families" exhibit, which features slides and tapes.

The Fibre Center offers courses in tapestry, weaving, and fabric dyeing techniques for the public.

Resources: Center for Art Education: darkroom, filmmaking, videotape equipment; woodworking equipment, clay-working facilities with a kiln, planting area and greenhouse, printing and manual press, textile equipment for weaving, spinning, carding, and batik. In the main floor and 2nd floor museum areas there are a casting workshop, a living model of Central Park's fishpond, a New York State woodland vivarium, an East Coast Stegosaurus-in-progress, and a fossil wall. Participatory exhibits center around the themes of perception, culture, nature, and art.

Staff: Bette Korman, director; full-time classroom liaison; business manager; public affairs director; two artists-in-residence; college interns; Public Work

Project people; CETA artists and teachers, museum instructors, and clerical help. Division for Youth, Title IX Senior Citizens, Youth Employment Training Program, and a large volunteer group give us maintenance people, artists, seamstresses, teachers, and clerical help.

Setting: Six-story building on West 54th Street between 8th and 9th Avenues in midtown Manhattan. We share this building, formerly a county courthouse, with a theater group. Woodworking shops and several classrooms are in the basement; museum exhibition area, museum store, and administrative office are on the first floor. More exhibits are on the second floor. Our Center for Art Education and the artist-in-residence's studio are on the sixth floor. The teachers' lounge and library are also on the sixth floor.

Participation: Elementary and junior high students and teachers attend during school time and after school. Program for the general public.

Fees and Credit: Admission to the museum is by contribution. Museum classes are $15 per class. Students from alternative programs such as "City as School" receive credit for working in the museum and art center.

Affiliation: Independent.

Support: School District 3; National Endowment for the Arts; the Helena Rubenstein Foundation; the Edward John Noble Foundation; the New York Community Trust Fund; the Rockefeller Brothers Fund; MONY; Citibank; NYC Human Resources Administration; Museums Collaborative; Fund for the City of New York; the Emergency School Aid Act of the US; Central Savings Bank; Bankers Trust; individual memberships.

Decision Making: Major responsibility lies with the director, Bette Korman. A board of directors, consisting of the principals of the five schools in School District 3, and a board of advisors, consisting of public figures, are consulted on planning and future projects.

Origin: Bette Korman, a public school teacher for six years, initiated a program in 1972 concerning the uses of art, media, and film in the schools. Aid was provided through grants and in 1973, Korman began a community resource center based on the earlier program. This grew into G.A.M.E. and expanded into the Manhattan Laboratory Museum.

Information: *Art and the Integrated Day* (twice a year); monthly newsletter; pamphlets; booklets.

Alberty, Beth. *G.A.M.E., Inc., Documentation 1974–75*. New York: G.A.M.E., 1977. $5.

THE LEARNING CENTER
FORDHAM/DISTRICT 3

113 West 60th Street
Room 1025
New York, New York 10023

(212) 841-5518; 678-2792

Director: Elaine J. Schwartz

Hours: Monday through Friday, 9–5.

Program: The Learning Center was the result of experiences and discussions between Fordham University personnel and the educational community of Community School District 3. Questions raised included: how to provide a medium for helping less experienced teachers become more effective in their work; how to act as a catalyst for breaking down the isolation of the individual teacher and involve teachers in cooperative and mutually supportive dialogue; how can experienced teachers develop new competencies; how can parents and the community continue to be an active part of the learning experiences of their children. As a result, the center operates as an innovative educational venture designed to broaden the skills of preservice and inservice teachers and other adults who work with urban children.

Teachers, parents, and community members are welcome to attend the center and use the services of the staff. After-school workshops at the center and lunchtime workshops at school sites are offered on topics such as "Helping Your Children with Homework," "Developing Film in the Classroom," "Strategies in Classroom Management." Apprentice teachers use the center one day a week to learn pragmatic skills to accompany their theory classes.

On request, staff go into classrooms to observe, help, and advise. During monthly visits to schools, staff also conduct informal needs assessments.

Using special outreach programs with community groups, the center has developed curricular projects that can be used by others, such as one using an Associated Press wire to teach reading and journalism skills; a program in children's theater production, which has been videotaped; four different units entitled "Manhattan in Miniature," using a schoolroom-size floor map of Manhattan. Videotapes of groups are made for micro teaching.

Needs Assessment and Evaluation: Informal needs assessment conducted during constant interaction of staff and participants. Formal critiques of center workshops.

Resources: Professional library, raw materials, laminating machine, rexograph, typewriter, xerox, videotape equipment, resource materials in all curriculum areas.

Staff: Elaine J. Schwartz, director; Elizabeth Levi, administrative assistant; Howard Berger, Kathleen Barry, Audrey Feuerstein, trainers; Nancy Edelstein, art consultant; Dorothy Day, community worker.

Setting: The Learning Center is centrally located on the West Side of Manhattan. The office is at Fordham University at Lincoln Center, and resource rooms used by most participants are in two public schools, P.S. 163 on West 97th Street and P.S. 208 on West 111th Street.

Participation: Teachers from Community School District 3, which includes 23 elementary and junior high schools, participate mostly on volunteer time. Day-care centers from around the city release teachers for special workshops at the center. Preservice teachers from Fordham and other universities attend sessions at the center, as do parents, community, paraprofessionals, administrators, and university personnel.

Fees and Credit: Minimal charges for special curriculum, laminating, and so forth. Courses offered for New York City inservice credit are free. Fees for Fordham University courses charged on per credit basis.

Affiliation: Jointly operated by Fordham University's School of Education and Community School District 3, Manhattan.

Support: Salaries are provided by Board of Education of the City of New York, Fordham University, government grants, and private funding. District 3 provides three school rooms in two schools and Fordham University supplies an office, telephone, mimeo services. Grants are used to purchase materials.

Decision Making: Staff makes decisions on advice of liaison board made up of one teacher from each of 23 schools served by the center. Staff is hired through an interview process by Fordham University and district personnel; selection is based on established set of criteria.

Origin: The Learning Center grew out of a Teacher Corps Training of Teacher Trainers (TTT) program sponsored by Fordham, Community School District 3, and the community. When this project ended, the Learning Center was formed to carry on the mutual support structure that had developed. Elaine Schwartz, a former teacher who had been head of the District 3 school board, was hired as director and the center opened in spring 1973.

Information: Calendar, newsletter, videotape on what the Learning Center does.

NEW YORK CITY
TEACHER CENTERS CONSORTIUM

260 Park Avenue South
New York, New York 10010

(212) 475-3737

Director: Myrna Cooper

Hours: Monday through Friday, 9–5; Saturday as announced.

Program: The after-school program offers workshops, workshop series, and courses based on the needs of teachers. Topics include developing materials for learning centers, conversational Spanish, using the newspaper as a teaching tool, classroom management, reading courses, and bulletin boards in the upper grades. The workshops, available to all teachers, are held at teacher center sites across the city and are led by skilled classroom teachers, university specialists, consultants, or invitees with specific skills. Workshop leaders are identified by field coordinators, the project director, teaching specialists, and teachers themselves. Flexibility of program is encouraged so that teachers can determine topics consonant with their students' needs, interests, and styles.

The individualized professional development program has two major functions. It is designed to provide on-site, one-to-one assistance to teachers who want to develop and try out new instructional or classroom management strategies or curriculum. At the same time, this program is designed to permit the systematic study of professional development processes and results, in an effort to identify the most effective methods for helping teachers meet specific needs of school children. The individualized professional development is provided by eight teachers called teaching specialists, each based in a school. They work alongside teachers in their classrooms, at the teachers' request. The teaching specialists act as models, facilitators, change agents, organizers, and stimulators, as well as allocators of materials and resources. In addition, the consortium has received two grants for providing staff development to regular classroom teachers who are mainstreaming handicapped students.

Needs Assessment: Four methods are used: suggestions from center staff and teachers; suggestions from workshop participants; needs assessment questionnaires filled out by teachers; and after-school workshop questionnaires.

Evaluation: The evaluation design is composed of two parts: (1) the data collection/evaluation plan to be accomplished by project staff; and (2) an external audit of those procedures by persons not connected with the project. The goals are: (1) to assess the effects of the different training programs on how teachers teach; and (2) to measure and evaluate the impact of the programs on teachers other than those who participated directly. Workshops are evaluated by means of questionnaires filled out by participants.

Resources: The clearinghouse and resource center component puts individuals and groups of teachers in touch with professional development resources, programs, and materials available through the New York City Board of Education, colleges and universities, the United Federation of Teachers, and business, industrial, and cultural institutions. A resource bank of instructional ideas, methodologies, and strategies provides a formal mechanism for teachers to share their professional know-how. In the eight schools where teaching specialists work, they design the teacher center site and furnish curriculum resources.

Staff: Myrna Cooper, director; Miriam Smith and Betty Holmes, coordinators. Teacher specialists: Anita Friedman Cimino, PS 398 K, 60 East 94th Street, Brooklyn; Carole Nussbaum, PS 14 Q, 107–01 Otis Avenue, Corona; Anne Sabatini, PS 179 K, 202 Avenue C, Brooklyn; Vera Stasny, PS 261 X, 2507 Jerome Avenue, Bronx; Elliot Weitz, PS 36 M, 123 Morningside Drive, New York; Pearl Wolf, PS 16 R, 80 Monroe Avenue, Staten Island; Stewart Lyons, Robert Wagner Junior High School, 220 East 76th Street, New York; Barbara Scaros, Springfield Gardens High School, 143–10 Springfield Boulevard, Springfield Gardens.

Setting: The main office is located in the UFT building on Park Avenue South, New York City. The clearinghouse is located at the board of education headquarters in Brooklyn. There is a teacher center site in each of eight schools in the five boroughs of New York City.

Participation: Participants are elementary, junior high school, and high school teachers throughout New York City, as well as teachers from non-public schools, parents, secretaries, and paraprofessionals. Release time occurs informally by special arrangement, in cooperation with administration.

Fees and Credit: All workshops are free. Courses are both credit and non-credit. Where special materials are required, they are provided at cost to participants.

Affiliation: A consortium, affiliated with the United Federation of Teachers, New York City Board of Education, and institutions of higher education.

Support: USOE Teacher Centers Program. In-kind support is provided by UFT, with some additional support from New York City Board of Education and districts where centers are located. Services are provided by local site committees and retired teachers.

Decision Making: The director hires and supervises staff with policy board approval. The 31-member board represents the spectrum of the educational community in New York. Each site established advisory committees.

Origin: The UFT has had an active Teacher Center Planning and Development Committee since 1971. The committee sought funding and established a limited teacher center program. As an outgrowth of the legislation authorizing federal funds for teacher centers, representatives from UFT, New York City Board of Education, and higher education formed a planning committee to develop a teacher center. The New York City Teacher Centers Consortium started in 1978 as the result of a federal grant.

Information: Teacher Centers Progress Report, fliers, calendars.

THE TEACHER CENTER AT HUNTER COLLEGE

Room 518, Hunter College
695 Park Avenue
New York, New York 10021

(212) 570-5433

Director: Audrey Feuerstein

Hours: Monday, 2–4; Wednesday, 12–6. Closed July and August.

Program: The center sponsors after-school and evening workshops on Wednesdays, on topics such as ethnic studies, collaborative art, non-sexist curriculum, psychology of reading, learning difficulties, and make-and-take. Daytime workshops on subject-oriented topics are offered for Hunter student teachers. Assistance and consultation are available on a drop-in basis.

Hunter college faculty conduct workshops (for example, sessions on making musical instruments with junk materials, taught by a music professor). Such courses are attractive to the Hunter professors as well as to students, because they allow both to break out of the traditional academic course format.

"In New York City's . . . financial crisis, with budgetary and manpower cutbacks, a special focus has been placed on classroom management problems. The teacher center at Hunter provides a unique opportunity for professional interchange and for teachers to gain support . . . for their new classroom challenges."

Needs Assessment and Evaluation: Needs assessment is conducted at the beginning of the semester concerning what teachers expect to get out of a course, and at the end of the course, for what should be offered in the next semester. Evaluation of graduate credit courses and all-day conferences happens at the end of the sessions.

Resources: Display of teacher-made materials and other curriculum resources, professional library.

Staff: Audrey Feuerstein, part-time director; part-time secretarial assistance.

Setting: The center occupies a suite at Hunter College (Park Avenue and 69th Street) on Manhattan's East Side, close to the Lexington Avenue subway station at 68th Street.

Participation: Teachers' attendance is mostly on volunteer time, with some release time. Hunter College students or alumni, parents, paraprofessionals, and day-care center staff participate in center activities.

Fees and Credit: Free if not taken for credit. Hunter College graduate credit and New York City Board of Education inservice credit are available if workshops are taken in a series for a whole semester.

Affiliation: Hunter College; Districts 2 and 4 of the New York City Public Schools, where Hunter student teachers intern.

Support: Department of Curriculum and Teaching, Hunter College. Extensive volunteer teaching of workshops by Hunter College faculty.

Decision Making: Advisory board made up of Hunter College faculty and school teachers.

Origin: The center was initiated in 1975 by Audrey Feuerstein, within the Department of Curriculum and Teaching, Hunter College.

Information: Calendar; brochure.

THE TEACHER CENTER FOR TEACHERS OF THE GIFTED AND TALENTED

Hunter College Campus Schools—B40
94th Street and Park Avenue
New York, New York 10028
(212) 860-1298 (Tuesday only);
570-5433 (messages any day)

Director: Stanley Seidman, Principal of Hunter Elementary School for the Gifted; Audrey Feuerstein, contact person

Hours: Tuesday, 3–6; Wednesday, 3:30–5. Closed July and August.

Program: "The aim of the center is to give teachers the opportunity to share their ideas about working with gifted and talented children. It enables teachers to develop curriculum which will stimulate and enrich very bright youngsters. It is our hope that all teachers will feel welcome whether they have one gifted child in their class or they are totally involved in a gifted program."

A series of Tuesday after-school workshops include theoretical discussions of how gifted children learn, workshops such as coordinate geometry and aesthetics and the gifted child. On workshop days the center opens early for coffee and browsing.

Needs Assessment and Evaluation: Needs assessment is conducted at the beginning of the semester concerning what teachers expect to get out of a course, and at the end of the course, for what should be offered in the next semester. Evaluation of graduate credit courses and all-day conferences happens at the end of the sessions.

Resources: Professional library and periodicals about educating the gifted; units of study designed for gifted children.

Staff: Part-time coordinator, Audrey Feuerstein; part-time secretary. Consultants from Hunter, Fordham, Columbia, and staff of gifted programs.

Setting: Large room for workshops at Hunter Campus School for the Gifted; office with materials and books on display. The Hunter Campus Schools are on Manhattan's upper East Side.

Participation: Teachers (nursery school through high school) of Hunter Campus Schools, New York City Public Schools, and independent schools participate on volunteer time. Teachers from New Jersey, Long Island, and Connecticut attend because they want to talk with other teachers working with the gifted.

Fees and Credit: Free for non-credit; fee if taken for graduate credit. Inservice credit through Board of Education of New York City.

Affiliation: Consortium: Hunter College, Hunter Campus Schools, Fordham University, Columbia Teachers College, Board of Education of New York City, School Districts 2, 3 and 4, Dalton School, State Department of Education representative in New York City.

Support: Hunter College, the Astor Foundation, and the Noble Foundation.

Decision Making: Members of the consortium as listed above.

Origin: An offshoot of Hunter College Teacher Center. In 1977, when the Hunter Elementary School for the Gifted moved in with Hunter High School for the Gifted, it seemed to be a natural setting for a teacher center. With support from the dean of Hunter School of Education, the chairman of the Department of Curriculum and Instruction, and the director of the Hunter Campus Schools, the center was set up by Audrey Feuerstein.

Information: Newsletter; calendar; and brochure.

THE TOUCHSTONE CENTER

Studio:
PS 9
100 West 84th Street
New York, New York 10024

141 East 88th Street
New York, New York 10028

(212) 831-7717

Director: Richard Lewis

Hours: Tuesday and Wednesday, 9–3; other days by appointment only.

Program: The Touchstone Center is primarily concerned with making meaningful links to teachers, children, and a variety of institutional settings through the arts. Its work in schools emphasizes the collaborative possibilities when artists and teachers work together in order to create sustained curriculums that encompass and make pivotal the artistic and imaginative capacities of individuals of all ages. The center sees itself as a resource, training ground, and catalyst for such collaborations and has most recently been engaged in developing long-term curriculums with teachers which are based on specific themes and images that bridge and integrate a number of disciplines. Workshops and seminars are geared to providing support, materials, and experience in facilitating and unfolding a thematic curriculum as well as giving teachers the opportunity to examine and practice their own imaginative and expressive capacities.

Scheduled workshops are held in the daytime Wednesdays, after school, and vary from year-to-year. Various workshops suggested by teachers and administrators are held at times convenient to all involved.

Needs Assessment: Informal: staff talking with participants.

Evaluation: The center has just received grants from the Exxon Education Foundation and the Noble Foundation to conduct the "Touchstone Study," which will document and evaluate the project.

Resources: Arts materials of all kinds; bibliographies of books relating to the arts and learning examples of children and teachers' creative work in the arts; articles, reports, and videotapes related to the development of thematic curriculum in the arts; specific resources used in various curriculums created through the center.

Staff: Richard Lewis, full-time director, and Nancy Lewis, part-time associate director, responsible for overall program of the center; part-time administrative assistant; resource artist-teachers work with teachers and conduct workshops and seminars.

Setting: Two classrooms on third floor of Public School 9 located in Manhattan's upper West Side. These rooms are set up as working studios where teachers are free to explore projects on a long-term basis, collaborating with artist-teachers and consultants of the center.

Participation: Day care, elementary, junior-high teachers, and college students (graduate and undergraduate) participate most frequently, supplemented by parents, administrators, college and university faculty, and persons from many diverse professions. Teachers participate mostly on volunteer time.

Fees and Credit: Workshop fees vary according to length of workshop and function. Inservice credits arranged through New York City Board of Education.

Affiliation: Independent.

Support: Major support for the center comes from foundations, ESEA Title I, workshop fees, and sale of publications. Foundations which have supported the center are: New York State Council on the Arts, Edward J. Noble Foundation, Rockefeller Foundation, Exxon Education Foundation, New York Foundation.

Decision Making: Directors in association with staff, teachers, and community members.

Origin: The center began in 1969 with a variety of projects in the arts for children. The center's work with teachers began in 1972 with a grant from the Edward J. Noble Foundation to establish ways of working with teachers in regard to the arts and imaginative thinking.

Information: Brochure; fall and spring announcements of activities; videotapes of projects undertaken by the center; large selection of slides and photographs of art work by children and teachers; publications brochure.

WORKSHOP CENTER FOR OPEN EDUCATION AND ADVISORY SERVICE TO OPEN CORRIDORS

City College School of Education
Room 6, Shepard Hall
Convent Avenue and 140th Street
New York, New York 10031
(212) 690-4162

Director: Lillian Weber

Hours: Monday through Thursday, 9–6. City College classes use the center 9–4 and 6–8. Closed in summer except for Institute and by arrangement.

Program: The center serves those who seek to support the child's active-learning process and to improve learning environments for children. Its purpose is to support teachers' decision making and intelligent, adaptive response to what has been observed of children's active-learning process and use of the environment. The center's aim is that participants become active agents in their own professional growth, themselves choosing the direction and focus as well as the length and breadth of their use of the Workshop Center. The center is a place in which to browse, to try something new or rethink something not so new, to share ideas and practice in a relaxed and supportive setting. Workshops, discussions, seminars, and special events are offered by staff, City College faculty, community persons, and experienced teachers after school and some Saturday mornings. Activities focus on language, math, music, art, movement, science, and social studies.

The Workshop Center is also a facility whose resources are available for independently determined use by City College classes. These resources similarly are available for parents and community members. The center's resources support participants or classes to explore and further develop curriculum understanding. Consultation is offered at the center to individual teachers or other participants on request. Short-term advisory consultation in schools can also be arranged.

Needs Assessment: A network of informal and formal processes drawing from participants and City College classes and faculty constitutes our needs assessment.

Evaluation: A continuous assessment process, leading to modifications, is part of the formal and informal evaluation process. Research projects more specifically documenting growth are described in workshop center publications.

Resources: Center resources include woodshop; darkrooms; kiln; kitchen; natural materials such as animals, water, sand; other science, math, art, and music supplies; a reference library on child development, learning theory, and all areas of curriculum; a library of books by and for children.

Staff: Director, Lillian Weber; one full-time staff member, Henny Wong; four City College faculty members, James Neujahr (science), Anne Peskin (math), Bessie Watkins-Mincy (reading), Evangeline Richardson (movement), assigned part time; one part-time staff, Wilma Heckler.

Setting: The center is located in former science classrooms in the basement of Shepard Hall on the campus of City College of New York. It is near the IND subway at 145th Street, and the IRT subway at 137th Street.

Participation: Public elementary and junior high school teachers, parochial, preschool, and day-care teachers use the center on volunteer time. Parents, principals, City College students and faculty, members of the community, and children with adults also participate.

Fees and Credit: Free for individual use (nominal materials fees). Credit arrangements are possible and the annual Summer Institute offers six graduate credits through City College of New York.

Affiliation: City College of New York.

Support: City College of New York and the Noyes Foundation. Some volunteer services.

Decision Making: Decision making is the responsibility of the director and the policy board, which includes representatives of five local school districts—Districts 2, 3, 4, and 6 (Manhattan) and District 9 (Bronx), City College, parents and others.

Origin: Lillian Weber and parents initiated the Open Corridor program in 1968–69; the Advisory Service to Open Corridors began in 1970. The Workshop Center opened in October 1972 as a meeting and work place, and source of curriculum enrichment for teachers. Its purpose was to serve teachers not only in Open Corridor schools, but throughout the city. It also continued advisory services. The Advisory Service worked toward growth in teachers' independent decision making, which is now evident in the schools with which the Advisory worked. Short-term advisory help is still offered. Support came from the federal government (Title III and National Institute of Education), from private foundations (Ford, Rockefeller Brothers, Noyes, and several others). From the beginning, both Advisory Service and Workshop Center were part of City College.

Information: Calendar and publications list available on request. Video, slides, and tapes have been used to document the center but are available for use only at the center.

Delano, Georgia; Chu, Stanley; Neujahr, James, "What Our Hearts Required: A Recollection of Beginnings." In *Building a Teachers' Center*, Kathleen Devaney, ed., pp. 19–27. San Francisco: Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, 1979.

PITTSFORD TEACHER CENTER

Thornell Road School
Thornell Road
Pittsford, New York 14534

(716) 381-9940, ext. 291

Director: Wanda L. Ward

Hours: Monday through Friday, 8–4:30; Saturday by appointment. Open all year.

Program: The basic philosophy of the Pittsford Teacher Center is to encourage teachers to take responsibility for their own personal and professional development, while making every effort to make current educational information and new educational techniques, strategies, procedures, and programs available.

The center's program is expected to improve instruction/teaching performance. The curriculum must accomplish the needs of the district as well as the needs of the teacher. Generally speaking, the needs of the district and of the individual teachers are in concert. Motivation comes about by establishing a climate conducive to growth. The teacher center can provide the opportunities, and the administration and community support that concept.

The center offers films, miniworkshops, full credit workshops, and graduate courses on topics such as classroom management techniques, newspapers in the classroom, and the psychology of human motivation. The teacher center works with the district subject area coordinators in providing demonstration classrooms for teachers to visit.

Needs Assessment: We use a formal needs assessment fashioned after the Hofstra Model, with informal follow-up surveys during the year. The center director reviews the data with the policy board and district administration to determine the best way to meet the needs of teachers.

Evaluation: A three-pronged evaluation process constructed and approved by the policy board is used. It includes a questionnaire completed by participants after each workshop; a follow-up questionnaire sent to the same participants two months after the workshop to ascertain whether or not, and how, teacher gains have carried over into the classroom; and an interview of a random sampling of all Pittsford Central School District staff.

Resources: Files of teacher and community resources (human and material); recycling center; professional library; environmental resource file (parks, museums). The center has access to the Pittsford Media Center, which is next door, and to local college resources. Room for meetings, workshops, and displays; small conference areas.

Staff: Wanda L. Ward, full-time director; Mary Jane Wheeler, full-time materials specialist; Mary Jane Schwind, full-time secretary; volunteer core of parents, who aid teachers in making materials for their classroom.

Setting: Three rooms located off the large parking lot and across the hall from the district media center in Thornell Road School. Pittsford is a southeast suburb of Rochester.

Participation: The majority of participants are elementary teachers from Pittsford Central School District, but the involvement of secondary teachers continues to grow. Nearly all participation is on teachers' own time. Administrators participate in workshops and volunteer to teach them. Participants also include teachers from two private schools, college professors and students, parents, and educators from outside the Pittsford District. Through the cooperation of the district curriculum office, three release-time workshops were held during 1978–79. Five to seven teachers participated from each of the nine schools, and the district provided substitutes for the classroom teachers. The same cooperative efforts will continue.

Fees and Credit: No fees. Inservice credit is given for workshops and inservice that are academically related. An inservice unit of credit consists of 15 hours of work. A miniworkshop will offer the number of hours put into that workshop toward the unit of credit. Film offerings carry credit when they are followed by a planned discussion or panel. Registration of a minimum of ten people is required to conduct a workshop. Teacher instructors are paid by the hour. Inservice credit for out-of-district workshop/conference participation is approved through agreement between the teacher center and the curriculum office. Six accrued units of work give an increment in salary.

Affiliation and Support: Pittsford Central School District.

Decision Making: The policy board is representative of the interests of the total educational community. Each building staff, the board of education, private schools, and parents have a direct line to the board. A steering committee made up of policy board members discusses how best to meet the needs of participants, and makes recommendations to the center director, who coordinates educational opportunities with the district curriculum office. Committees have been established in the second year of operation to advise the director in program, budget, and secondary teacher involvement.

Origin: On December 13, 1977, a group of 25 teachers and administrators met to make plans for a teacher center for the Pittsford Central School District. The meeting lasted the entire day with small-group discussions about various components of a center. Models for a teacher center were developed within the small groups. A proposal writing team was selected, but it was decided that the center would begin operating in 1978–79 whether or not the district received a federal grant. The policy board was selected in May, and the center formally opened July 1, 1978 with district funds.

Information: Semester calendar; monthly calendar; teacher-to-teacher sharing newsletter; literary journal; slide presentation.

Described in *Focus: AFT-NYSUT Teacher Centers*, AFT Teacher Center Resource Exchange, 11 Dupont Circle, Washington, DC 20036.

NORTHEASTERN NEW YORK TEACHER CENTER

129 Hawkins
Plattsburgh State University College
Plattsburgh, New York 12901

(518) 564-2839

Director: Harry Lewis

Hours: The center is not a physical place, and has no regular hours.

Program: The purpose of the center is to reduce the feelings of isolation of teachers living in a rural mountainous region where contact with teachers of like disciplines is infrequent. Regional subject councils have been established to help teachers exchange program information and to provide information about new programs being implemented in the region, state, or nation. The center also seeks to introduce new ideas, methods, and approaches to teaching in areas such as mainstreaming and gifted and talented students.

A Canadian-American Teachers Exchange Program, introduced during 1978–79, is an example of the center's activity. Three teachers from Clinton Central Schools spent two days at an urban Quebec high school teaching students about the American Bill of Rights, cultural differences, and the use and setting up of a model United Nations program. Before their visit to Quebec, the American teachers hosted two Canadian teachers who taught American students about the Canadian Parliament and Quebec separatism. This exchange is continuing with a workshop on "Metrication, the Canadian Experience, What Can We Learn?" conducted by Canadian teachers for American teachers.

Needs Assessment: A needs assessment questionnaire has been circulated to the 2000 teachers in our service area. The questionnaire asks teachers to indicate level of interest in areas such as art, curriculum and teaching, interpersonal relations, language arts, and other areas.

Resources: The center uses the resources of Plattsburgh State University College, which has a large children's library, a curriculum resource center, a mathematic and metrication center, and a media center.

Staff: Harry Lewis, part-time volunteer director.

Setting: The center has no space, but uses college facilities. Plattsburgh is in northern New York on Lake Champlain about 60 miles from Montreal.

Participation: K-12 teachers from four counties (Clinton, Franklin, Hamilton, and Essex) participate on their own time.

Fees and Credit: None.

Affiliation: Plattsburgh State University College.

Support: The policy board, the Canadians, and the college have volunteered services or have paid for any expenses.

Decision Making: Policy board, made up of public and non-public teachers, school board members, principals, and representatives from Plattsburgh State University College.

Origin: The teacher center was begun in 1977 as a cooperative venture between the college, the local NYSUT and NEA, and parochial schools. It grew out of a concern for the utilization of available resources.

Information: Described in *Focus: AFT-NYSUT Teacher Centers*, AFT Teacher Center Resource Exchange, 11 Dupont Circle, Washington, DC 20036.

WEST IRONDEQUOIT TEACHER CENTER

Oakview School
2400 Oakview Drive
Rochester, New York 14617

(716) 266-7351, ext. 185

Director: Virginia Buchman

Hours: Monday through Friday, 8–4:30

Program: West Irondequoit Teacher Center provides a place where teachers can drop in to share knowledge, materials, and experiences. Inservice programs and workshops based on teacher needs and requests are offered. Topics include Teaching Today's Teenager, Insight into the Urban-Suburban Program, and classroom management. Still in the development stage, the center hopes to involve teachers directly in their own training and renewal programs.

Needs Assessment: Questionnaire asks for demographic information; participant's approach to teaching; assessment of needs in the areas of instructional process, classroom organization, student outcomes, and evaluation; and assessment of the center.

Evaluation: Evaluation form asks participants to rate the program, offer suggestions for future programs, and tell how the center can best help them.

Resources: Large and small meeting rooms; make-and-take room. Books, curriculum materials, reference folders, curriculum supply catalogues, curriculum guides. Wallpaper, old magazines. Duplicating machine, primary and electric typewriters. Refreshments always available.

Staff: Virginia Buchman, director; David Ripton, CETA assistant.

Setting: Centrally located in a surburban school district, West Irondequoit Teacher Center is housed in four rooms in a school building that has been converted into offices. Rochester is located in upstate New York near Lake Ontario.

Participation: K-12 teachers, parents, and administrators from West Irondequoit School District participate on volunteer time. Schools involved in the Urban-Suburban Desegregation Program also use the center.

Fees and Credit: None.

Affiliation: West Irondequoit School District.

Support: West Irondequoit School District; partial funding from Urban-Suburban Program, and inter-district transfer program funded under ESAA, Title VII.

Decision Making: Director makes decisions with advice from 18-member policy board made up of 13 classroom and special education teachers, one school board member, three administrators, and one college professor. West Irondequoit School District hires staff.

Origin: The center opened in August 1979 after two years of planning by the policy board.

Information: Newsletter; calendar; fliers.

EAST RAMAPO TEACHERS' CENTER

461 Viola Road
Spring Valley, New York 10977

(914) 352-3394

Director: Karen Schneider

Hours: Monday through Friday, 9–5; open two Saturdays a month until 1. Closed mid-July through mid-August.

Program: The center offers all district teachers and community members resources of several kinds: materials at the center, both recycled and commercial; teacher-invented materials and ideas; and resource people and courses. The purpose of the center is to create an atmosphere where educators can interact with each other and with ideas. This reciprocal communication results in both direct and indirect support among teachers, and "turns them on" to education by making them feel positive about themselves.

After-school and Saturday workshops are held that focus upon the center's annual goal areas (such as secondary writing skills and elementary science curriculum development) and on topics and skills that teachers "prepare to share." The director provides follow-up activities during the school day in classrooms or with teachers and children at the center. The center is open on a drop-in basis for materials-making.

Other programs include social events, such as the open house, that also involve community members. Meetings at the center with faculties and PTA groups are scheduled on a regular basis. A spring educational fair is open to all teachers and community members in the district and nearby. Teacher displays and demonstrations on educational innovations are set up in fair booths for all to share and see.

District administrators visit, too. They take courses at times, help lead class sessions occasionally, and also hold formal meetings to discuss curriculum for the district in relation to center goals. Teachers, however, are mainly responsible for setting center directives and perpetuating center activities.

Needs Assessment: Besides informal needs sensing, the center polls teachers as to topics in which they'd like workshops, inservice courses, or curriculum development. The center also canvasses teachers as to ideas and specialties they are willing to share.

Evaluation: Workshop evaluation forms for participants and workshop leaders.

Resources: Professional library: idea books, philosophy, and methodology; kits and books for children to use in the classroom; audiovisual equipment: cameras, videotape equipment, tape recorder; offset duplicator; make-and-take supplies.

Staff: Karen Schneider, full-time director; Norma Post, part-time secretary/administrative assistant.

Setting: East Ramapo is a suburban school district about 35 miles north of New York City. The ERTC is located in the lower level of Kakiat Junior High. Center facilities include a large central space with five smaller rooms off to the side.

Participation: ERTC serves all public and non-public teachers, K-12, in East Ramapo School District. Participation is on volunteer time. Administrators and community (parents, children) are welcome. About 1,500 people are served, the majority East Ramapo teaching staff.

Fees and Credit: Several courses have been offered for district credit, requiring both policy board approval and board of education approval (15 hours = 1 credit). No fees required of workshop participants.

Affiliation: East Ramapo School District.

Support: ERTC is funded by the USOE Teacher Centers Program.

Decision Making: Policy board of 18, including 11 elementary and secondary school teachers, one school board member, three district administrators, two building administrators, and a representative of St. Thomas Aquinas College, Sparkill, New York.

Origin: The initial movement to write a grant proposal for a center came from East Ramapo teachers affiliated with the teachers association (the district's union, which is affiliated with New York Education Association). The superintendent and other school district administrators supported the development of the proposal, which was funded by the USOE Teacher Centers Program. The policy board hired the director, and the center opened in fall 1978.

Information: Newsletters. Photos and slides of events at the center.

THE TEACHER CENTER

619 Wall Street
Albemarle, North Carolina 28001

(704) 983-2126

Cabarrus Site: **660 Highway 29 North, Box 388**
Concord, North Carolina 28025
(704) 786-9600

Kizer Site: **Route 14, Box 2710**
Salisbury, North Carolina 28144
(704) 633-1001

Monroe Site: **501 Lancaster Avenue**
Monroe, North Carolina 28110
(704) 283-1034

Director: Jean D. Owen

Hours: Monday through Friday, 9–6; evening and Saturday hours upon request or for special workshops. Open all year.

Program: The policy board of the teacher center designed the project to have three sites, one each at Cabarrus, Kizer, and Monroe. Each site is staffed with a resource coordinator who is based in the center, an instructional coordinator who works in the schools, and a teacher counselor who serves all sites. The project director's office is at the Southwest Regional Education Center in Albemarle.

The teacher center seeks to develop, study, and service with three objectives: teacher training, curriculum development, and research. Daytime, evening, weekend, and summer programs, workshops, and seminars, including teacher effectiveness training, stress management, cardboard carpentry, and "workshop on workshops," are planned from needs identified by teachers. Awareness sessions introduce new methods and materials. Skill groups, grade-level support groups, and content teaching groups study educational issues. Teachers are encouraged and trained to be peer group leaders.

Two teaching awards are given each year, one to the teacher who has developed the best instructional idea and one to the teacher who has submitted the best research idea leading to curriculum change. The ideas submitted to a committee made up of policy board members and teachers must be displayable and able to be used independently by other teachers. Incentive awards also are given four times a year to help teachers implement teaching ideas they have had (for example, one award for $3000 is being used to bring French students to a high school campus for five weeks to tutor students in French). The teacher center offers study and service that complement local education goals.

Needs Assessment: A formal checklist listing workshop titles is sent to teachers once a year. The last question on the form asks teachers to list what kinds of workshops they want. Needs also are assessed informally—by staff talking with participants or going to faculties with open-ended questions, and by telephone surveys of a ten percent sample of teachers.

Evaluation: Evaluation questionnaires are filled out after each workshop. The center is also involved in the evaluation efforts of the Southeast Cluster of the USOE Teacher Centers Program.

Resources: Teacher-made learning activities; student exhibits; human, materials, and organization resource file including area teachers, university personnel, and national consultants with identified specialties. Recycle materials; materials for make-and-take and cardboard carpentry. Library for personal and professional use and for curriculum and research; magazines; new curriculum materials; animals on loan. Laminator, copier, mimeograph machine, videotape recorder, paper cutters.

Staff: *Overall Project*: Jean Owen, director; Ruth McSwain, teacher counselor; Eugene Schaffer and Mark Montgomery, evaluation coordinators; Roberta Riley, documentation coordinator for Southeast Teacher Centers Cluster; Paulette Gardner, clerical.

Cabarrus Site: Emily Stephenson, resource coordinator; Nell Fields, instructional coordinator; Thelma Silliman, clerical.

Kizer Site: Norma Faggart, resource coordinator; Gloria Boler, instructional coordinator; Lisa Deal, clerical.

Monroe Site: Lillian Rorie, resource coordinator; Kaye Polk, instructional coordinator; Jean Helton, clerical.

Setting: The administrative offices are in Albemarle. *Cabarrus Site*: Two rooms on the second floor of the administration building. *Kizer Site*: Small reopened school. *Monroe Site*: Basement of an elementary school. The four small towns are in the vicinity of Charlotte.

Participation: Elementary and secondary teachers, administrators, and community people from ten LEAs in the Southern Piedmont Educational Consortium participate on a voluntary basis; people outside the consortium are welcome as space is available. Teachers may be released from class. Substitutes will be paid by the project.

Fees and Credit: Small fees are charged for consumables, photocopies, and laminating. Registration is sometimes charged for workshops. The teacher center will grant renewal credit (prior approval from the school district is suggested) and will organize courses for certification and graduate credit.

Affiliation: Southern Piedmont Educational Consortium. Albemarle City Schools is the fiscal agent.

Support: USOE Teacher Centers Program.

Decision Making: The original proposal was written by a 16-member policy board composed of classroom teachers, three administrators, and three representatives of higher education. The board sets policies governing the center and determines directions and goals.

Origin: The availability of federal funds made feasible the ideas that had been germinating in teachers' and administrators' minds since 1972. The center opened on September 22, 1978.

Information: Monthly newsletter; regular press releases; brochures.

TEACHING/LEARNING CENTER

428 West Boulevard
Charlotte, North Carolina 28203

(704) 376-0122, ext. 245

Director: Deane Crowell

Hours: Monday through Thursday, 8 am–9 pm; Friday, 8–5. Summer hours, Monday through Friday, 8–5.

Program: Our main purposes are to: foster teachers' sharing with teachers by identifying and drawing on their skills and strengths; help teachers feel less isolated by providing support and a listening ear; support teachers in identifying and meeting their own needs and interests.

The teachers' center program includes the following: (1) Working with teachers on an individual basis in curriculum development, materials design, problem solving, and other self-identified needs. (2) Working with school staffs on classroom organization, classroom management, teaming, communications, discipline, and materials development. (3) Supporting the coordinating teachers for areas and for schools by sharing resources, responding to identified needs, and planning workshops. (4) Facilitating teacher-to-teacher contact through: the teacher resource bank; informal contacts in the TLC; study groups; support groups. (5) Offering a new teachers' support program: bimonthly dinners and get togethers and workshops responding to their identified needs. (6) Working with preservice teachers.

Needs Assessment and Evaluation: We constantly talk with people informally to assess needs and be more responsive. We stay in close touch with other staff development components and school coordinating teachers. Evaluation is also informal.

A systemwide needs assessment is also used as an indicator for planning programs and resources.

Resources: Curriculum displays; laminating machines, recycle materials; samples of newly published materials and books for preview; book store; science culture center; puppet place; skills boxes; cardboard carpentry; make-and-take centers; supplies and materials for making classroom activities; teacher resource bank.

Staff: Deane Crowell, assistant superintendent of human resources; Barbara Keelan, full-time resource teacher; Carol Newman, Carol Beaver, Alice Maniloff, part-time resource teachers; Valerie Robinson, full-time aide. Clerical help is shared with other staff development components. Two interns and one CETA aide also work in the center.

Setting: An open space equal to the size of three classrooms located in an elementary school building converted in August 1978 to the Staff Development Center. The center is adjacent to the central downtown area of Charlotte.

Participation: K-12 teachers from the Charlotte-Mecklenburg County area participate on volunteer and release time. Students, administrators, community workers, and volunteers from both Charlotte-Mecklenburg and surrounding region. Area and school coordinating teachers. A limited number of release days is allotted to each of the eight feeder areas. The Human Resources Department also has an allotment of release days. Teachers who develop a plan can request release time from their principals, area superintendent, or the Human Resources Department.

Fees and Credit: Services at our center are free. Supplies, materials, triwall, and laminating film are either paid for by participants or charged to their schools. Workshops offered through the center are eligible for certificate renewal credit and Incentive Pay Program.

Affiliation: Our center operates within the structure of the Charlotte-Mecklenburg Schools.

Support: Our salaries, building, and utilities are provided for by the Charlotte-Mecklenburg School System. Our book store is self-supporting. Recycling materials are donated by local businesses and industries. Participants may purchase materials at a nominal fee, or these may be charged to school accounts.

Decision Making: Staff are hired and supervised by Deane Crowell. Decisions are usually made jointly by TLC staff team. A center advisory board is made up of a voluntary group of teachers and coordinating teachers who provide ongoing input and support to determine programs and direction for the TLC. The advisory board's responsibilities include: helping to set priorities for the Teaching/Learning Center; staying in touch with teachers to know what they want; contributing and assessing the environment and management of the center; actively serving on a functioning TLC committee, such as the book store, publishing teachers' and students' work, new teacher support program, newsletter, or involving secondary teachers; helping determine special programs to be offered through the TLC.

Origin: The center was proposed during the spring of 1976 and established in the fall, as part of a plan for systemwide reorganization and decentralization of the Charlotte-Mecklenburg Schools.

Information: Two videotape presentations created in 1976 and 1977. We are currently working on a new presentation and also developing a new brochure. We are part of a monthly "Staff Development News" in which information about our program and resources is provided on a regular basis. Practical ideas for the classroom are also included.

DEVILS LAKE TEACHER CENTER

Devils Lake High School
Devils Lake, North Dakota 58301

(701) 662-5670

Director: John Geston

Hours: Monday through Thursday, 8:30–4:30; Thursday evening, 7–9; Friday, 8:30 am–9:30 pm. Closed June through third week in August.

Program: The Devils Lake Teacher Center supports teachers in their professional growth, encourages curriculum development, and provides inservice workshops which enhance teacher sharing and learning. Services are concentrated on both the elementary and secondary levels. Space is provided for teachers to work, meet with supervisors, and other teachers. A variety of activities are planned for the school year, including art workshops, remedial reading workshops, teacher stress and burnout workshop, and dealing with the alcoholic parent's child. The aim of the center is to assist teachers through providing materials, teaching aids, the sharing of methods and ideas, space to work and talk, and an atmosphere conducive to growth and inquiry.

Needs Assessment: We use an informal process for assessing teacher needs. Our elementary coordinator/secretary goes directly to the schools and discusses needs and interests with the teachers, one-to-one.

Evaluation: Evaluation, too, is handled on an informal basis, through the efforts of the director and elementary coordinator/secretary handling follow-up and evaluation personally.

Resources: Professional library of books, journals, magazines; curriculum resource file and learning units for secondary and elementary areas; student math and language arts games; films, filmstrips, cassette tape recorders, closed circuit and regular TV; thermofax, ditto. Human resources file through North Dakota Teacher Center Network.

Staff: Part-time director, John Geston; full-time elementary coordinator/secretary, Louise Oleson. University of North Dakota Resource Colleague, Delores Sampson. On a volunteer basis, local teachers teach workshops at the center in areas where they have strong interest or expertise.

Setting: The center occupies one large carpeted classroom-size room in the basement of Devils Lake Central Junior-Senior High School. The decor sets an atmosphere for independent work or small-group activities. Large tables set up for work space and a more informal lounge grouping take up most of the center's physical space. Devils Lake is a town of 7,500 in northeastern North Dakota.

Participation: Elementary and secondary teachers from the Devils Lake Public Schools, St. Joseph's Parochial School, the North Dakota State School for the Deaf, and Minnewaukan Public School participate on volunteer time regularly. Teachers may, upon request and approval of the building principal, receive release time to research a project. We also service many of the smaller surrounding towns—Ft. Totten, St. Michaels, Lakota, Langdon, McHenry, Crary, Starkweather, Sheyenne, Cando—whose teachers use our facilities or attend our workshops.

Fees and Credit: The services of the teacher center are free. Local staff members may receive inservice credit toward continuing education points.

Affiliation: Devils Lake Public School District.

Support: Bush Foundation and Devils Lake Public School District. North Dakota Education Association provides funds for Statewide Teacher Center Network projects.

Decision Making: The Devils Lake Teacher Center has a formal policy board of 14 members that meets monthly. Members are chosen from administration, vocational education, special education, elementary, junior high, and high school classroom teachers, and the community. Board members are responsible for staff hiring and supervision.

Origin: In the fall of 1976, the Center for Teaching and Learning at the University of North Dakota formulated a proposal to the Bush Foundation for funding. The center, which opened in 1977, is one of five centers in the North Dakota Teacher Center Network.

Information: Monthly newsletter/calendar; fliers.

"North Dakota Teacher Center Network" newsletter, Clara A. Pederson, ed., Box 8158, University of North Dakota, Grand Forks, North Dakota 58202. $1 for three issues/year.

GRAND FORKS TEACHER'S CENTER

2110 Library Circle
Grand Forks, North Dakota 58201

(701) 772-1462

Directors: Helen King and Cindy Johnston

Hours: Monday through Thursday, 9–5 and 7–9; Friday, 9–3. Closed June 15 to August 15.

Program: The center encourages teachers to develop curriculum, implement new classroom strategies, and share practical classroom materials.

We offer teacher-requested, one-evening workshops, longer term workshop/seminars, and occasional graduate-credit classes arranged through the University of North Dakota. We also fill individual teacher requests for classroom materials, and make periodic visits to schools. Recent topics covered in workshops and classes include humorous verse, learning about law, and death and divorce as issues for children.

Needs Assessment: We have used questionnaires to determine needs in the past, but believe that one-to-one contact is the best way to hear what teachers want at our center. So, we keep on the move, visiting 27 schools.

Evaluation: We send out an evaluation form after each workshop, and we follow-up with a few individuals to get further one-to-one evaluation.

Resources: We're small but have space to sit, relax, and read professional books and magazines; space and materials to construct games; space for creating learning centers on topics/themes teachers request. We have art supplies, and some recycled materials for teachers to use on a drop-in basis; access to the public library facilities and to the Instructional Service Center, which houses the district's audiovisual equipment, film, videotape, and books.

Staff: Helen King and Cindy Johnston, half-time coordinators; Dory Kutz, half-time resource person; Jane Dufault, half-time secretary.

Setting: Located in the public library, the center is housed in a 30′ X 18′ remodeled garage for the bookmobile. We also have access to meeting rooms in the library and often hold larger workshops in school buildings. Grand Forks is in northeastern North Dakota on the Minnesota border.

Participation: Our greatest participation is from Grand Forks elementary and secondary teachers who attend on volunteer time, with a growing participation from teachers in small towns surrounding Grand Forks. University students, preschool teachers, and home day care people are occasional participants. In cooperation with the public library, we offer a limited program in the spring for children and their teachers.

Fees and Credit: An occasional small fee is collected for workshop materials. Teachers may earn inservice credit by attending any combination of workshops they choose for a total of 16 hours/credit. Graduate-credit classes through the University of North Dakota's Office of Continuing Education are also offered two or three times a year for a fee.

Affiliation: Grand Forks School District.

Support: Grand Forks School District and Bush Foundation.

Decision Making: We have a 14-member policy board (ten teachers, two administrators, two university representatives) that advises staff on programming suggestions, general direction of the center, and hiring of personnel. We also have two representatives that serve on our statewide policy board. All teacher centers in North Dakota are affiliated in the North Dakota Teacher Center Network, although each local board is autonomous.

Origin: In 1976 a group of teachers met with Vito Perrone, dean of the Center for Teaching and Learning, University of North Dakota, to plan and write a proposal to the Bush Foundation to fund four teacher centers in North Dakota: Devils Lake, Grand Forks, Mayville, and Minot (a fifth center, the Small Schools Teaching/Learning Center, also in Grand Forks, started in 1979). Each local center then procured further funding from whatever sources were available. The Grand Forks Teacher's Center first opened in January 1977.

Information: Calendars; newsletters.

"North Dakota Teacher Center Network" newsletter, Clara A. Pederson, ed., Box 8158, University of North Dakota, Grand Forks, North Dakota 58202. $1 for three issues/year.

SMALL SCHOOLS TEACHING/LEARNING CENTER

Box 8158, University Station
Grand Forks, North Dakota 58202

(701) 777-4255

Director: Open

Hours: Monday through Saturday, as scheduled.

Program: Small Schools Teaching/Learning Center seeks to establish a communication system among the 45 small school districts participating from across the state of North Dakota. A teacher, resource, and idea exchange program is utilized. After-school and weekend inservice activities are designed in accordance with identified teacher and administrator needs. It is a mobile center, in that these activities are brought to the schools requesting them.

Programs, such as teacher effectiveness training, will be offered to five to ten school districts in an area, and may have up to 50 participants. Other activities are offered to groups of 15 in single schools.

Needs Assessment: Teachers in all the schools receive a list of "general" and "subject area" topics for workshops. They mark their top five "general" preferences and top three "subject area" preferences, and add their own suggestions for topics and presenters.

Resources: File of available people to volunteer in the classroom; access to the professional materials and human resources of the four other established teacher centers in the state; ERIC.

Staff: Open, half-time coordinator.

Setting: The coordinator is based at the University of North Dakota, Grand Forks. However, the center utilizes the facilities of 45 participating school districts.

Participation: Elementary through senior high teachers participate on volunteer time, as well as administrators and members of the communities represented.

Fees and Credit: Workshop fees (if any) vary according to the nature of the workshop and the resources used. The center will sponsor a summer workshop for graduate credit at the University of North Dakota, Grand Forks.

Affiliation: Upper Midwest Small Schools Project.

Support: Bush Foundation and the Upper Midwest Small Schools Project.

Decision Making: Administrators from the Upper Midwest Small Schools Project nominated the nine members of the policy board, which governs the center. Future selection of members will be made by the board itself. The majority of the board are classroom teachers. Vocational and special education areas are represented.

Origin: A proposal to the Bush Foundation was formulated by the Center for Teaching and Learning at the University of North Dakota in 1976. The Upper Midwest Small Schools Project began planning for a center in January 1979. In the fall of the same year the center began functioning.

Information: Newsletter published monthly.

"North Dakota Teacher Center Network" newsletter, Clara A. Pederson, ed., Box 8158, University of North Dakota, Grand Forks, North Dakota 58202. $1 for three issues/year.

MAYVILLE
TEACHING LEARNING CENTER

Mayville State College
Mayville, North Dakota 58257

(701) 786-2301, ext. 419

Director: Ron Semmens

Hours: Monday, Tuesday, Thursday, 8am–9pm; Wednesday and Friday, 8–5; Saturday, 9–12. Closed during August.

Program: The center facilitates communication among teachers; puts teachers in touch with new learning resources; and supports active learning on the part of teachers by providing workshops, seminars, research activities, nature study programs, lectures, and informal as well as formal discussion groups.

The center provides a summer program where teachers enhance or develop a curriculum area in which they feel they need additional assistance or fresh materials. The center encourages implementation of elementary and secondary school teachers' projects by offering credit and providing materials if they develop these programs during the academic year. The center has a yearlong workshop series for elementary and secondary teachers. This program meets once a month, and the speakers are selected by the needs assessment procedure.

The center has a writers-in-the-schools project for area teachers and children at both elementary and secondary levels. Teachers bring their students to the center for a two-week learning experience selected by the teacher. This is a half-day program and is developed by inservice and preservice teachers. Selected half-day learning experiences for children are also available to teachers. These programs are developed by center staff and inservice and preservice teachers. Make-and-take sessions are offered for teachers. Materials are provided by the center, and arrangements and idea areas are set up by inservice teachers.

The TLC has developed a nature study program for teachers and children. The setting is a 14-acre woodland, grassland, and river area within walking distance of the center. There are 12 identified learning areas for study and a canoe trip for teachers and children. In addition, the center provides a nature study booklet for each teacher participating in this program.

Needs Assessment and Evaluation: Needs assessment is informal. Personnel from the TLC attend faculty and association meetings to visit with teachers and administrators. In addition, when teachers visit the center, their needs and requests are noted. The members of our local policy board also meet with their colleagues concerning their needs. Participants are requested to write a brief narrative statement evaluating their visit, workshop, or classes attended.

Resources: Library (books on education, best sellers, children's literature); lounge area, recycling center; darkroom; sewing center; kitchen facilities; learning center display area, reading resource area, "idea area" (with books in various curriculum areas), science and reference area; curriculum displays, materials for making games, wide variety of learning packages; cardboard carpentry materials, film equipment, videotape machines, videotapes for inservice programs, typewriters, plants, puppets. Materials and equipment are sent out to teachers throughout North Dakota and Minnesota.

Staff: Director, Ron Semmens, full-time instructor and coordinator of the TLC activities; assistant director, Norma Svoboda, full-time instructor who writes the TLC newsletter. Kay Ulland and Nancy Beck, part-time secretaries.

Setting: Two rooms (one 80′ X 80′ and one 30′ X 40′) and an office area (12′ X 12′) in the basement of West Hall on the Mayville State College campus. Mayville, population 3,000, is in the east central part of North Dakota.

Participation: Teachers from grade levels K-12 come from communities within a 60-mile radius of the center, primarily on their own time. Preservice teachers, day care teachers, children, parents, and college faculty also use the center. Administrators have provided release time for their entire faculties to attend a TLC function. They have also provided release time for individual teachers to come to the center to attend workshops. The TLC provides travel expenses and substitute teacher expenses.

Fees and Credit: Fees are charged only when teachers are involved in credit classes or workshops, which cost $12 per quarter hour.

Affiliation: The Mayville Teaching Learning Center is part of a statewide network of teachers' centers. The center serves nine communities within a 60-mile radius. Each community has members serving on the policy board.

Support: Bush Foundation; Mayville State College; North Dakota Education Association provides funds for North Dakota Teacher Center Network projects.

Decision Making: The policy board consists of two members (one elementary and one secondary) from each of the nine school districts; two administrators, selected at large; and the center director. The TLC staff meets regularly with the policy board to make decisions concerning programs and budget. The center director hires and supervises staff.

Origin: Dennis Kost, chairman of the Mayville State Education Department, Ron Semmens, associate professor of elementary education, and Gayle Nering, a teacher from Cooperstown, initiated the TLC program in summer 1976, and worked with the Center for Teaching and Learning at the University of North Dakota to write a statewide proposal to the Bush Foundation resulting in five teacher centers, including Mayville, in North Dakota.

Information: Monthly calendar and brochure. Slide presentation on the space and activities of the center, and on the nature area. Color video presentation of the local center and of the statewide network.

"North Dakota Teacher Center Network" newsletter, Clara A. Pederson, ed., Box 8158, University of North Dakota, Grand Forks, North Dakota 58202. $1 for three issues/year.

TEACHER LEARNING CENTER AND COMMUNITY EXCHANGE

Minot State College
Minot, North Dakota 58701

(701) 857-3014

Director: Dina Butcher

Hours: Monday through Thursday, 8–8; Friday, 8–4:30; and by appointment.

Program: Minot Teacher Learning Center and Community Exchange supports teachers' professional growth, encourages communication between educators and the community, and plans activities to meet community needs.

The center develops its programs in response to teacher and community requests, district needs, and sharable strengths of participants. After-school, evening, and Saturday workshops are offered on topics such as "Sharing from the Classroom of. . . ," a showcase for teachers. Groups such as the Association of Children with Learning Difficulties, curriculum committees, Northern Plains Writing Project (a continuing inservice writing project), and workshops for parent participation in the schools also meet in the center. Mini-grants are provided for educators to determine their own professional growth. The center assists preservice teachers with college methods courses and field experiences, and offers a tutoring service for college students who need help with study skills. Needs assessment is by individual request.

Resources: Large main room with two classrooms that can be used for meetings; college curriculum library. Office machines, professional books and magazines, access to audiovisual materials of the college and public library, human and material resources from Minot Public Schools and Minot State College.

Staff: Dina Butcher, coordinator, assesses needs and helps policy board plan programs; Joyce Markell, elementary resource person, is liaison to and provides "relief" time for elementary teachers; Marilyn Eberly, in-house resource person; Mary Ellen Turner, tutor and resource person.

Setting: One large room and two classrooms on the lower level of Minot State College Library. The rooms house a curriculum area and provide meeting, study, and workshop space. Minot is at the intersection of Highways 2, 52, and 83 in north central North Dakota.

Participation: Teachers and administrators from Minot and surrounding area, Minot State College students, and community members. Participation is mostly on volunteer time. "Relief" time is provided by center staff and cadre of volunteers to allow classroom teachers to pursue professional growth opportunities.

Fees and Credit: Free. College credit for some workshops available through Minot State College. Inservice units available for short-term workshops.

Affiliation: Minot Public Schools and Minot State College.

Support: Funding sources include a grant from the Bush Foundation to the North Dakota Teacher Center Project (coordinated at the University of North Dakota), and support from Minot Public Schools, other participating school districts, and Minot State College.

Decision Making: Policy board consisting of educators and a community person; an advisory board made up of representatives from different areas of education, business, professional people, parents, and senior citizens.

Origin: An establishing group including Minot Association of Classroom Teachers, Minot Public Schools administrators, and Minot State College personnel started the center in summer 1978. It is one of five centers in the North Dakota Teacher Center Network.

Information: Monthly calendar; annual Bush Foundation Report.

"North Dakota Teacher Center Network" newsletter, Clara A. Pederson, ed., Box 8158, University of North Dakota, Grand Forks, North Dakota 58202. $1 for three issues/year.

WOOD COUNTY AREA TEACHER CENTER

1 Courthouse Square
Bowling Green, Ohio 43402

(419) 352-6531, ext. 2254

Director: James Robarge

Hours: Monday through Thursday, 8–4:30; Friday, 8–4; open evenings for scheduled workshops, meetings, and other activities. Open all year.

Program: The teacher center is not a physical location—it is a concept which has as its main goal improved and increased teacher inservice. This inservice takes two forms—one, midcareer renewal for the experienced teacher; the other, inservice by teachers who have expertise in areas that benefit other teachers.

Teachers identified the following as the major activities of the center: staff training/retraining; curriculum improvement/basic competencies; community resources and utilization; and research practices/self-development.

The staff that conducts these activities are teacher trainers—full-time teachers with a minimum of eight years experience. They are reassigned to the teacher center by their local districts for a period of one semester or one year to participate in its activities. Teacher trainers are considered employees in their own districts and are based there, since their participation returns many educational benefits to their home districts. In the second year of the center, a mini-grant program was added enabling teachers to be assigned to the center for two-four weeks (rather than a semester or full year). The teacher center provides classroom replacements for the teacher trainers in the form of interns, who are fully certified teachers and recent college graduates. The assignment of interns is subject to approval by participating schools.

Needs Assessment: A teacher needs assessment was administered by the policy board and resulted in the identification of a number of priority needs. These needs will be met through the activation of four permanent committees. They are: (1) staff training and retraining, (2) curriculum development, (3) community resource utilization, and (4) research practices and self-development.

Evaluation: Objectives of the teacher center will be evaluated in several ways by the policy board and its permanent committees: (1) evaluation after each activity by participants; (2) progress made in curriculum development; (3) extent of community involvement; (4) student attitude surveys; (5) number of teachers participating in center activities; and (6) continuous needs assessment. An annual description and report of activities will be submitted to the ERIC system and prepared as an article for *Ohio Schools, NEA Journal,* and other appropriate information systems.

Resources: Teachers are supported with services, including reproduction of materials, purchasing, and travel expenses. In addition to the teacher center office, two large conference rooms are provided, as well as a library/resource media center.

Staff: James A. Robarge, director; Cheryl Hodel, secretary. Teacher trainers are considered staff members during the term of their assignment to the center.

Setting: The teacher center is located on the fourth floor of the new Wood County office building in Bowling Green, Ohio. This basically rural area in northwestern Ohio is also the site of Bowling Green State University.

Participation: Teachers (K-12), administrators, county office personnel; all from Wood County, Ohio. Participation is largely on release time, but also on teachers' own time. Occasional participants from surrounding counties and communities. Release time is provided for teacher presenters and participants through paid substitutes whose remuneration is received from the center.

Fees and Credit: Where credit is offered in conjunction with Bowling Green State University, a partial cost is paid by the center. Cost of materials is shared by center and participants. Credit is offered in approximately 50% of center-sponsored activities.

Affiliation: The center serves six rural districts and one city school district within Wood County in northwestern Ohio. It cooperates closely with Bowling Green State University.

Support: Salaries of teacher trainers are paid by their respective school districts. The director, secretary, and teacher interns are supported through USOE Teacher Centers Program funding. Space and fiscal accountability, as well as support services, are provided by the Wood County Office of Education.

Decision Making: The teacher center policy board was formed on the premise that improved and increased staff development activities are based on teacher participation through direct representation. A total of nine teacher representatives are on the teacher center policy board. The board represents the seven participating districts; primary, intermediate, secondary social studies, secondary math/science, secondary language arts, vocational, and special education teachers. All teacher representatives were appointed by their respective education association presidents. Administrators and the university representatives were appointed by their respective institutions. The policy board acts as the governing body of the center. The members also serve as a sounding board for teacher needs and as communicators between the center and the schools. The center director recommends programs and personnel; the policy board accepts or rejects. The center director supervises all staff members and interns.

Origin: The WCATC got its start through a collaborative effort by county office personnel, Bowling Green faculty, and local teacher associations and administrators, who began meeting in October 1977. The center received USOE funding in fall 1978.

Information: Regular mailings of policy board agenda, newsletter, course offerings, inservice are made; slide/tape presentation available.

JEWISH TEACHER CENTER

1580 Summit Road
Cincinnati, Ohio 45237

(513) 761-0203

Director: Vicki Reikes

Hours: Monday and Thursday evenings, 7–9; Tuesday; 10–5; Wednesday, 1–5; Sunday by appointment. Open all year.

Program: The Jewish Teacher Center has a large collection of both teacher-made and commercial materials for use in the Jewish classroom. Teachers are encouraged to make use of the Jewish Teacher Center by adapting these materials for their own classrooms, creating games and teaching materials to meet the needs of their own students, and examining our resources.

A library of how-to books, sources for Jewish educators, in addition to secular and Jewish education periodicals, provide abundant resources in one place.

The center aims to encourage and help teachers develop their classrooms into Jewish environments where their students can learn about and experience their tradition.

In a comfortable, peer-directed setting, Jewish teachers can do their regular work, plan with each other, make curriculum materials, and find sympathetic listeners and possible solutions for their teaching problems. Brainstorming has become a familiar form of problem solving as teachers sit around tables making materials or exchanging ideas in workshops. In addition to general workshops, the center schedules inservice workshops for schools, camp groups, and organizations. The center is also open on a drop-in basis for teachers to consult, exchange ideas, make things, preview materials, and examine various educational models.

The Jewish Teacher Center sponsors an internship program with the Hebrew Union College, a Reform seminary, for rabbinical students interested in Jewish education.

Needs Assessment: Our needs assessment is done continually on an informal basis. Principals are frequently asked at monthly principals' council meetings (which the JTC director attends) to offer comments and suggestions. A teachers' advisory brings information from teachers at the schools to the center staff. The Bureau of Jewish Education director provides daily input as well as liaison with schools and the community.

Resources: Workroom, carpentry/paint area, resource area, scrounge/storage room, display areas, office, Jewish library next door. Recycle materials, wood, triwall, tools, laminator, ditto machine, paper cutter, audiovisual equipment, including overhead projector and copy stand, sewing machine. Displays of staff-made, teacher-made, and commercial learning materials.

Staff: Vicki Reikes, half-time director; five part-time trained volunteer staff; one graduate student intern.

Setting: Housed in a large refurbished office/storage room in the second floor of the Jewish Community Center. The center is located in the Roselawn area on the northeast edge of Cincinnati.

Participation: Orthodox, Conservative, and Reform teachers and principals from day, afternoon, and Sunday schools in Cincinnati, the southern Ohio area, and neighboring states. Nursery school and secondary teachers attend inservice workshops on volunteer and release time. Students, parents, and communal workers also attend. In addition, Jewish Teacher Center resources are used by Jewish Community Center program staff and by day and overnight camp counselors and staff.

Fees and Credit: Participating schools pay a yearlong membership fee which allows them several inservice workshops, based on the number of teachers in the school. Individual workshops are \$1–\$2, plus a minimal materials fee. Rabbinical students from Hebrew Union College receive graduate credit for a one-semester internship at the center.

Affiliation: A joint project of the Cincinnati Bureau of Jewish Education and the Cincinnati Section, National Council of Jewish Women, the Jewish Teacher Center is a community program, sponsored and supported by the Jewish Federation of Cincinnati.

Support: Funded as a two-year pilot project by David F. and Sarah K. Weston Special Purpose Fund of the Jewish Federation of Cincinnati and the National Council of Jewish Women. Additional income is derived from memberships, workshop fees, and publications. Housing and utilities are provided by the Jewish Community Center and the Bureau of Jewish Education. Volunteer staff are an indispensable part of the daily operation.

Decision Making: Major decisions are made by an 11-member steering committee composed of a representative from the principals' council, teachers' advisory, the director of the Bureau of Jewish Education and its president, the president of the National Council of Jewish Women, the volunteer coordinator from NCJW, a community representative, and the Jewish Teacher Center director. Daily decisions are made by the director with input from teachers' advisory and participants, and in consultation with the director of the Bureau of Jewish Education.

Origin: In 1977 the director of the Bureau of Jewish Education and several principals and teachers visited the Kohl Jewish Teacher Center in Wilmette, Illinois. They returned feeling a need for a similar resource/active learning center in Cincinnati and procured funds and a room. A director was chosen and the center opened in July 1977.

Information: Fliers.

COMMUNITY LEARNING EXCHANGE

2999 Indianola Avenue
Columbus, Ohio 43220

(614) 262-1976

Directors: Connie Swain and Felicity Boxerbaum

Hours: Tuesday and Thursday, 2–8; Wednesday, 11–6; Saturday, 10–4. Summer hours: Monday through Wednesday, 9–3.

Program: The Community Learning Exchange provides a friendly and supportive environment for teachers and other adults who work with children. A variety of workshops on topics such as "hooking children on books," "substitute strategies," and "working with work-jobs" are offered in the Exchange, in schools, and in the community. Cardboard carpentry and plexiglas workshops are offered regularly. Participants can drop in to use learning aids on display and the professional library, to make materials, share ideas, and hold small-group meetings.

Needs Assessment: Needs are assessed informally. Questionnaires are handed out during workshops and are available in the center.

Evaluation: The program of the Exchange is evaluated informally. Each workshop or seminar is evaluated separately. Copies of these evaluations are kept on file to be used by the Exchange staff to evaluate the program. They are also made available to the board of trustees.

Resources: Professional library with wide selection of books and curriculum materials for preschool through high school, including materials for mainstreaming; samples of teacher-made educational games, learning aids, and ideas. 18" roll laminator; duplicating machine; cardboard carpentry and plexiglas tools. Worktables stocked with pens, scissors, glue. Materials for making learning aids, games. Industrial recycle center is being developed.

Staff: Felicity Boxerbaum and Connie Swain, co-directors; part-time volunteers.

Setting: The CLX occupies 1000 square feet in a storefront located in the north central part of Columbus, Ohio.

Participation: Most participants are preschool through eighth-grade teachers, and occasionally secondary teachers, from 25 school districts in central Ohio. Increasingly, parents and other adults who work with children are using the Exchange.

Fees and Credit: Memberships of $15 individual, $21 family, and $9 senior citizen and unemployed students, are not mandatory but provide discounts on workshops, laminating, and triwall cardboard. Individual school districts offer teachers credit within their own district for workshops taken at the Exchange. CLX doesn't have any agreements with universities for credit, but plans to in the future.

Affiliation: Independent, not-for-profit organization.

Support: The Exchange receives its funding from local foundations, donations, and voluntary memberships, as well as from funds generated through booksales and workshops. In addition, the co-directors have volunteered much of their time.

Decision Making: The volunteer advisory board, made up of teachers, administrators, parents, and community members, meets four times a year to discuss programs and needs and to offer suggestions to CLX staff. A board of trustees is responsible for helping staff with fundraising and for formally evaluating staff and the Exchange.

Origin: The Community Learning Exchange was founded by co-directors Connie Swain and Felicity Boxerbaum, who were familiar with other teachers' centers in this country and in England. Feeling the need for a center in central Ohio, they applied for and received a mini-award from the Teachers' Centers Exchange to visit other centers. They left their teaching jobs and with their own money opened the Community Learning Exchange in June 1978. The Exchange has since served as a model for other teachers' centers in Ohio.

Information: Newsletter published four times a year.

UPDATE TEACHER CENTER
(Unifying Professionals for Developing and Activating Teacher Education)

215 East 12th Avenue
Stillwater, Oklahoma 74074

(405) 372-3900

Director: Joye C. Butler

Hours: Monday through Friday, 8:30–5; open Tuesday evenings until 7; Saturday, 9–12. Open all year.

Program: UPDATE's objectives, taken from a survey of district teachers, are as follows: (1) Provide resources and inservice to help teachers identify and meet individual student needs. (2) Create a materials resource center where teachers develop, share, and use instructional materials. (3) Help the school district comprehensively develop new curriculum.

UPDATE provides teachers and other interested members of the community with opportunities for idea sharing, curriculum development, and professional enrichment. Teachers can consult with other teachers or experts through local teacher center workshops or by attending out-of-town conferences, seminars, and conventions.

Curriculum materials developed by local teachers during summer work at the center are available for check out. Mini-awards are made available to teachers desiring in-depth curriculum development for their specific area. A resource card file of volunteer consultants is also available.

Needs Assessment: Periodic needs assessments are used to survey teacher concerns for new or increased emphasis in workshop offerings. Workshop topics, such as "Child Abuse—A Growing Concern," are offered as a teacher requests.

Evaluation: All activities and materials are evaluated by participants, as well as by the director. An outside annual evaluation is conducted.

Resources: The teacher center has a laminator, a slide-film copier, a microfiche reader, commercially prepared media, teacher-created units, a recycle center, and space and materials for developing individualized learning activities.

Staff: Joye Butler, full-time coordinator; Patti Kilborn, full-time secretary; teachers working on part-time consultant basis; half-time teacher assistance coordinator; seven part-time teachers who work a combined total of 50 hours per month.

Setting: The center is housed in a former elementary school. A large workroom/resource area, a conference room, and two offices provide space for center activities. Stillwater (38,000 population) is approximately 60 miles northeast of Oklahoma City and 60 miles west of Tulsa.

Participation: Elementary and secondary teachers and administrators from Stillwater; Glencoe, Ripley, Perkins-Tryon, Morrison, Red Rock, and Pleasant View (neighboring towns within a 30 mile radius); Indian Meridian Vo-Tech, Oklahoma State University College of Education students, and parents may participate. Most participation is on volunteer time; however, release time for teacher participation in workshops and consultation activities is a part of our program.

Fees and Credit: No membership fee. Materials provided for workshops. Fee required for college credit.

Affiliation: Stillwater Public School System.

Support: USOE Teacher Centers Program provides salaries, materials, and program costs. Stillwater Public Schools provide space, furniture, and utilities for the center.

Decision Making: Decisions are made by a 20-member teacher center policy board, which is comprised of representatives from participating schools. Classroom teachers constitute the majority of the policy board.

Origin: The center opened in October 1978 as part of a federally funded project. A combined, elected group representing Oklahoma State University, Stillwater Public Schools' administration, and classroom teachers wrote the proposal for funding.

Information: A printed handbook is available. UPDATE newsletter printed monthly includes calendar of activities. A slide/tape presentation is available about the center.

BEST CENTER (Bethel, Eugene, Springfield Teacher Center)

c/o North Eugene High School
200 Silver Lane
Eugene, Oregon 97404

(503) 687-3578

Director: Jack Turner

Hours: Monday through Friday, 8–5; and for evening training events as scheduled.

Program: Our center focuses on five specific areas: gifted and able, mainstreaming, middle schools, reading, and writing. The center recognizes the importance of total environment to the educational process by being responsive to parent and community needs.

The model used most often by BEST Center is adapted from the agricultural extension agent idea. Characteristics of this model are that the response time is short, consultation is done on an informal and individual basis, and the life span of any consultation is negotiable by both the person asking for help and the person offering it. To meet teacher needs not appropriate for this model, BEST Center uses large-group presentations, study and discussion groups, and other formats suggested by users. For example, the center has sponsored "substitute maintenance sessions," a continuing series of classes and exchanges for substitutes and other interested educators, and a ten-week middle school/high school writing course. We offer assistance to teachers in curriculum development.

Needs Assessment: A formal needs assessment is conducted each year. We also include a question on inservice evaluation forms which asks "What other inservice events would you like to see BEST Center sponsor?" Informal needs assessment is conducted during faculty presentations, where teachers are given an opportunity to discuss their needs with center staff.

Evaluation: Teachers are asked to complete an evaluation form after each event sponsored by BEST Center and to complete a "How did it turn out" form for events funded by BEST Center. In addition, the center is evaluated each year by an outside evaluator who makes personal contact with teachers to determine the effectiveness of the center and its staff.

Resources: The center arranges for meeting places for inservice events and provides materials at no cost to teachers. We also have a lending library of materials in our focus areas, as well as a file of resource people available to work with our clients. The center is also developing an "index to inservice" system that has information on outside training events; teachers can obtain the information by calling our office.

Staff: Jack Turner, director; Cathy Method, inservice assistant; Dona Cork, secretary/resource person. The center uses temporary consultants (teachers, college professors, private consultants) to fill inservice needs.

Setting: One classroom at North Eugene High School in Eugene, Oregon. The location is easily accessible by the three participating districts (Bethel, Eugene, Springfield) via freeway. Eugene is located in the Willamette Valley with a population of approximately 205,000 for the metropolitan area. The Springfield metropolitan area has an additional population of 42,000.

Participation: K-12 teachers, substitutes, teacher aides, and administrators from public and private schools in Bethel, Eugene, and Springfield participate on volunteer time. Occasional participants are parents, students, and community. Teachers can obtain release time if their inservice needs fall within the five focus areas and they obtain the support of their building principals. Districts use their own substitute selection and bill the center.

Fees and Credit: No charge for events sponsored by the center. However, teachers must pay for credit if offered and they want this option.

Affiliation: BEST Center is affiliated with the Bethel, Eugene, and Springfield School Districts, eight private schools, and the University of Oregon College of Education. We also cooperate and share resources with the Lane Educational Service District and Lane Community College.

Support: Funding is through the USOE Teacher Centers Program, with the Bethel School District serving as fiscal agent. Office space and utilities are donated by the Eugene School District. Space for inservice events is donated by all three districts, private schools, and the University of Oregon.

Decision Making: BEST Center is governed by a 16-member policy board representing the Bethel, Eugene, Springfield School Districts, private schools, administrators from each district (including one school board member), and the University of Oregon College of Education. The policy board meets monthly with center staff to make major programming decisions (under guidelines adopted by the board). The director of the center is hired by the policy board; other staff positions are hired and supervised by the director.

Origin: The idea for the development of BEST Center came from a group called the University of Oregon College of Education Consortium. This group, consisting of teachers and administrators from the three school districts and from the College of Education, appointed a committee to write a proposal for federal funding. The original writing team was led by a Springfield school teacher; the impetus was provided by a local education association president. The proposal was funded to open September 1, 1978, but because of staffing delays, did not begin operating until several months later.

Information: BEST Bulletin.

Fielding, Glen D., and Hersh, Richard H. *Discovering Teachers' Centers: The Northwest Passage*. Eugene, Oregon: BEST Center, 1979.

COMMUNITY EDUCATION CENTER

3500 Lancaster Avenue
Philadelphia, Pennsylvania 19104

(215) 382-9778

Director: Mary Hale Seymour

Hours: Tuesday, 1 –3; Wednesday, 9 –6; Thursday, 3 –6; Saturday, 9:30 – 12:30. Closed July and August.

Program: The Community Education Center has the broad purpose of improving education by bringing teachers, parents, and other community members together in educational activities. In addition, it provides a site from which community groups can operate.

The CEC offers programs of single workshops, workshop series, film shows, advisory services, and drop-in use for the whole community. Types of workshops requested by teachers include: skill building with math; classroom gardening; light and color. Other School District of Philadelphia programs are housed at the CEC, including the Communications Network of the Affective Education Office.

Programs for community focus broadly on education. In 1979 –80 the center was funded by the State of Pennsylvania to do a project called "Community Building through Community Education." This program includes silk-screening for senior citizens, an adult basic education class, classes on home repair and other practical subjects, and craft-oriented workshops.

In addition, the CEC as a facility houses Prints in Progress, a silk-screening program for young people, and a dance company. Community groups can use the center to hold meetings; individuals can use the center to teach classes.

Needs Assessment: We send an assessment form to teachers in the fall of the year, asking for their requests for our year's calendar. At workshops we ask for feedback, and for additional ideas for future workshops.

Evaluation: For the Community Building through Community Education project, the CEC is doing a check of how participants learned of the center, what their understanding is of the CEC's role or function in the community, how they would rate the workshop and recommend it to others.

Resources: The teachers' center occupies two workshop rooms, plus access to a triwall shop. The center has teacher-made materials and stuff for replicating them; laminating facilities; commercial learning materials; a wealth of recycled materials free to participants. A modest professional library circulates.

Staff: Mary Hale Seymour, full-time director; Tenley Stillwell, full-time community education coordinator; Ruth Kuetemeyer, part-time shop consultant;

Cecilia Murphy, three-quarter-time secretary. Work-study students have included an administrative intern, a recycler, and an artist-in-residence.

Setting: The CEC is located in an old Friends School building in West Philadelphia. A redeveloped neighborhood, an inner-city neighborhood, the University of Pennsylvania, and Drexel University are nearby.

Participation: The majority of participants are elementary school teachers and aides from all over the school district who attend on volunteer time. Other participants include supervisors, parent scholars, child care workers, private school teachers, and community. Regular workshops are given for parents and children together, as well. Philadelphia teachers are allowed two release time days per school year. The CEC is an authorized place for these "Observation Days."

Fees and Credit: Philadelphia public school teachers may attend all events and workshops at the CEC for no fee. Others are charged a materials fee.

Affiliation: The CEC is a non-profit, tax-exempt corporation affiliated with the School District of Philadelphia.

Support: We have as broad-based funding as we can muster in any given time period. The School District of Philadelphia pays the director's salary, pays for some workshop leadership, and provides some supplies. Organizations using the building pay rent. The State of Pennsylvania is currently funding one special project. Other funds come from foundations and contracts. Members of the CEC board volunteer time to the operation of the center.

Decision Making: As a non-profit, tax-exempt corporation, the CEC has a board of directors. These directors, including community and teachers who volunteer their time to the operation of the center, make day-to-day and policy decisions. Staff make program decisions with the advice of the board and its larger constituency. Some of the staff are directly responsible to the board of directors: the director, on the other hand, is a school district employee.

Origin: The CEC grew out of the needs of teachers, parents, administrators, and community people in a seven-school West Philadelphia area. This group saw the success and impact of two other teachers' centers in Philadelphia (the Philadelphia Teacher-Parent Center and the former Advisory Center for the Improvement of Education), but wanted a center closer to them and one that would focus more specifically on parent-community educational needs. The center was founded in 1972 and incorporated in 1973 as a non-profit, tax-exempt organization. It became formally associated with the School District of Philadelphia in 1974 when the Office of Staff and Leadership Development placed a staff person at the CEC.

Information: Calendars; fliers.

PHILADELPHIA JEWISH TEACHER CENTER

c/o Gratz College
10th Street and Tabor Road
Philadelphia, Pennsylvania 19141

(215) DA9-3363

Directors: Nita Polay and Susan Litcofsky

Hours: Tuesday, 7–9:30 pm; Sunday, 1–4.

Program: The center is an ideal as well as a place. It serves as a do-it-yourself workshop in which educational games are made, learning centers designed, and scrounge crafts created. It provides a warm, supportive atmosphere for all people involved in Jewish education (teachers, principals, consultants, youth directors, camp personnel).

The center is open for drop-in use and scheduled workshops, either for entire school faculties (or camp staffs) or for thematic approaches. Workshops are also presented at Jewish educational conferences. Education students at Gratz College attend special sessions for designing classroom materials at the center. Youth groups and classes also come to make materials and learn about gaming techniques and teacher preparation.

Needs Assessment: Each participant is asked to fill out a short form at the center. Needs are also assessed through informal conversations.

Resources: Workroom, curriculum display area, lounge, access to full Jewish library, media center, music library, educational resource center, games, recycle materials.

Also available at Gratz College is the Elsie and William Chomsky Educational Resource Center located in the High School Annex. The center collects materials on all subjects for Jewish studies and indexes them into an information retrieval system (key punch and light board). Chomsky Center also offers workshops, often with the Philadelphia Jewish Teacher Center.

Staff: Susan Litcofsky and Nita Polay, part-time coordinators for administration, materials development, and advising; Shoshana Silberman, part-time advisor to the staff.

Setting: The center is located in two large rooms at Gratz College, a school of Jewish education in Philadelphia.

Participation: Elementary and secondary teachers and principals from afternoon and day Jewish schools participate on volunteer time. Student teachers from Gratz College, consultants, youth directors, camp personnel also use the center.

Fees and Credit: Nominal fee for materials. No credit at present.

Affiliation: Independent, non-profit organization, hosted by the Division of Community Services at Gratz College.

Support: Gratz College, Division of Community Services; with a lot of help from the Delaware Valley Region of the Board of Jewish Education.

Decision Making: Decisions are made by the coordinators.

Origin: A number of Jewish educators interested in starting a Jewish teacher center in Philadelphia ran a workshop designed to give the Philadelphia Jewish community a foretaste of what a center might offer. After frequent correspondence, Howard Wasserman, Shoshana Silberman, and Jeffrey Schein visited Dolores Solovy at the Kohl Jewish Teacher Center in Wilmette, Illinois to receive in-depth training in running a teacher center. The center opened in January 1978.

Information: Brochures, posters, fliers, newsletters.

PHILADELPHIA
TEACHER-PARENT CENTER

Durham School
16th and Lombard Streets
Philadelphia, Pennsylvania 19146

(215) 732-3205

Directors: Allen Banbury, Learning Centers Project; Julie Grove, center

Hours: Tuesday through Thursday, 9–3, for workshops and "observation days"; Wednesday and Thursday, 4–8; Saturday, 9–12. Closed July and August.

Program: The purposes of the center are to provide all who are involved in the education of Title I children with material, personal, and professional support in an environment which encourages continuing growth in the understanding of children; also to search for better educational techniques and more communication with each other. Many Title I schools or programs hold staff development sessions at the center. Sometimes staff members from the center are asked to conduct workshops.

Three days a week by appointment or during after-school "walk-in" hours, individuals may visit the center to browse, consult, attend a workshop, or make educational aids or furnishings. The center offers a variety of announced workshops open to anyone. These workshops may take place either during regular school hours or after school. Some are led by staff members and others by guests.

The center travels to 45 schools each year for one- to three-day workshops in which parents, aides, and teachers make games and triwall furnishings. Staff members sometimes conduct staff development sessions at individual schools on topics such as bookmaking or metric measurement.

Needs Assessment: Informal conversations with participants and administrators.

Evaluation: Annual evaluation is conducted by the Philadelphia School District Office of Federal Programs. We are currently evaluating products made in the center under a grant from the Teachers' Centers Exchange.

Resources: Cardboard and wood carpentry shop; collections of teaching aids and written resources in mathematics, language arts, creative writing, science, the arts and early childhood education; space and design consultation; lending library of mathematics aids; laminating equipment; duplicating machines; recycled materials; curriculum publications.

Staff: Full-time: Allen Banbury, project director, mathematics; Julie Grove, coordinator, mathematics; Zelda Williams, administrative officer; Sandy Caesar, space planning, woodshop, research project leader; Fred Locke, language arts; Betty Mageira, record-keeping, workshop assistance; Rich Bechtel, science, woodshop; Josie Viviani, thematic education. Part-time: Latricia Pitts, parent assistant; Penny Allison, early childhood education; Bill

Batchelor, shop cleaning; Bunch Hammond, transporting materials; Walter Johnson, Donald Rasmussen, Larry Brooks, woodshop; Jack McGovern, language arts, woodshop.

Setting: The woodshop and resource room occupy a wing on the second floor of Durham School. Durham also houses an infant day-care center, prekindergarten classes, and a K-5 public school. It is located on the southern fringe of Philadelphia's center city in an area undergoing renewal.

Participation: K-12 teachers, aides, parents and administrators from Philadelphia's Title I schools—both public and Archdiocesan. Most teachers attend on their own time. Philadelphia teachers may spend two "observation days" per year visiting other classrooms or working in a teachers' center. Special programs also release teachers and aides for staff development on a regular basis (e.g., a half-day per month). "Preparation time" (45 minutes per day) is used by teachers to participate in traveling workshops at schools.

Fees and Credit: Free. A few courses for inservice credit have been conducted in the past.

Affiliation: We are an ESEA Title I-funded facility of the Learning Centers Project, Division of Early Childhood Education, School District of Philadelphia.

Support: ESEA Title I; School District of Philadelphia.

Decision Making: We do not have a formal policy board. The center works closely with its parent organization, the Learning Centers Project, which is under the Division of Early Childhood Education of the School District of Philadelphia.

Origin: Don and Lore Rasmussen founded the center in 1967 as a resource for Lore's Learning Centers Project teachers and for Head Start teachers who were being advised by the Education Development Center's early childhood education project. The center moved into its present quarters in 1969, becoming part of the Durham Child Development Center.

Information: Calendar. Filmstrip about the center.

Fletcher, Henrietta, *Journal of Teacher Education* 25, no. 1 (spring 1974).

Locke, Frederick. "Philadelphia Teacher Center." In *Teacher Centers in Japan, England and the United States*, M. Vere DeVault et al. Madison: University of Wisconsin, 1974.

National Center for Educational Communication. *Model Programs, Childhood Education: Philadelphia Teacher Center*. Washington, DC: US Government Printing Office, 1970.

Rasmussen, Donald. "A View from the Shop." In *Supporting the Learning Teacher*, Marilyn Hapgood, ed. New York: Agathon Press, 1975.

Rasmussen, Lore. "The Philadelphia Teacher Center." In *Supporting the Learning Teacher*, Marilyn Hapgood, ed. New York: Agathon Press, 1975.

Silberman, Arlene. "A Santa's Workshop for Teachers." *American Education* 7, no. 10 (December 1971): 3–5.

PHILADELPHIA TEACHERS' LEARNING COOPERATIVE

c/o Lynne Strieb
232 West Schoolhouse Lane
Philadelphia, Pennsylvania 19144

(215) 843-0957 (school);
438-8628 (home)

Contact: Lynne Strieb

Hours: Thursday, 4 –6.

Program: Teachers in the Cooperative are interested in group reflection upon differing strategies for teaching, as well as understanding children's varied strategies for learning. The purposes of the Cooperative are to support teachers; to deal with classroom issues and get specific recommendations from each other; and to help teachers make their curriculum grow from the interests and needs of the child.

Six-to-eight week series of reflective conversations and presentations by members of the group are offered. Topics such as "children and fantasy play" are selected by group choice. One session is used for a formal evaluation of the series: each person states his or her thoughts and a chairperson summarizes in order to make patterns evident.

Two conferences were held in spring 1980; Cooperative members involved staff of the Prospect Archive and Center for Education and Research (North Bennington, Vermont), with whom they have worked closely in the past.

Setting: Cooperative meets in people's homes in Philadelphia.

Participation: Twenty elementary and nursery school teachers; one nursery school administrator, one former teachers' center director (mostly Philadelphia School District). Also student teachers being supervised by members, and occasional visits by others. All participate on volunteer time. Participants sometimes visit each other's classrooms on "observation days" (Philadelphia School District release time).

Fees and Credit: None.

Affiliation: Independent.

Support: No paid staff or building costs. Demonstrations for other educators of the group's process of focused discussion of the learning patterns of a particular child, have paid for postage and telephone. Grants have supported several conferences.

Decision Making: Group decision making.

Origin: When the Philadelphia Advisory Center for the Improvement of Education closed in 1978, the director, Edith Klausner, and a group of teachers who had been meeting regularly at the center decided to continue to meet to discuss educational issues.

Information: "Commonality and Diversity in Four Teachers' Centers —Conversation at Chautauqua." Occasional Paper No. 3. San Francisco: Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, July 1978. Conversation with Edith Klausner and people from other teachers' centers.

TEACHER RESOURCE CENTER

Schuylkill Valley Nature Center
8480 Hagy's Mill Road
Philadelphia, Pennsylvania 19128

(215) 482-7300

Director: Richard L. James

Hours: Monday through Saturday, 8:30–5; Sunday, 1–5. Evenings by appointment.

Program: The purposes of the Teacher Resource Center are to provide assistance to teachers and others in leadership roles who want to create environmental learning situations. The center offers a collection of materials, equipment, audiovisual programs, and curricula in environmental education.

Schuylkill Valley Nature Center has a commitment to preserve a large area within a major city as open space. SVNC's programs are designed to provide people of all ages and backgrounds with a greater sensitivity to their environment, a better understanding of how living systems work, and a stronger motivation to preserve the quality of life for all the inhabitants of the planet.

The TRC grew out of a grant that provided for the training of Philadelphia school teachers in environmental education and ecology. The TRC runs the program of training for Philadelphia school teachers, along with a series of workshops that run throughout the school year to reinforce the initial summer training. Other programs include graduate courses in environmental education taught by SVNC for three local universities; workshops for a teacher-training program for special education teachers; and individualized workshops for various schools and school districts. Finally, the TRC is used by many interested teachers on their own as they try to incorporate environmental concerns into their curriculum.

Needs Assessment: The Nature Center had a small collection of environmental education curriculum materials in its library that was used extensively by naturalists and by a few teachers. As we came to teach up to 25 graduate courses in environmental education, it became clear that we needed to expand our offerings. More than this, we created the need by creating the environmental education program for Philadelphia teachers.

Resources: Field ecology testing materials (water, soil, air, light, sound testing equipment); other kinds of field testing equipment (hand lenses, taxonomic keys, microscopes, wind meters); and lending library of professionally-prepared AV programs and curricula in environmental education; 30 films and other AV programs, sample units, and sets of activities prepared by teachers who have been involved with TRC and SVNC; laboratory and field testing equipment; and a room that is the TRC. Other facilities at SVNC include small and large classrooms, a complete laboratory, a hands-on discovery room, small collections of plant and animal specimens, and a library of 4500 volumes on natural history, ecology, and environmental sciences.

Staff: Richard L. James, executive director of Schuylkill Valley Nature Center; Paul Stetzer, assistant director for education; Laura Lee Lienk and Sallie Welte, environmental educators.

Setting: SVNC is located within the city limits of Philadelphia on 360 acres of land on which there are six miles of trails wandering through fields, forests, and thickets. The building includes a library, gift shop, discovery room, TRC, large auditorium, four classrooms, laboratory, offices, darkroom, shop, graphics room, collections room, and weather station.

Participation: SVNC: about 70,000 per year: 20,000 K-12 school children; 5,000 K-12 teachers; and the rest general public. TRC: virtually all the teachers above (2,000 visits alone in the environmental education program for Philadelphia teachers), the rest involved in our graduate courses. About ten teachers per week as individual interest. Most attendance is on volunteer time, although some teachers do arrange release time.

Fees and Credit: Borrowing privileges are free in the TRC as are individual consultations by appointment. Workshops are $50 /half-day per TRC staff members leading the session (schools pay the workshop costs, typically $100 total). Graduate and undergraduate credit are available through Pennsylvania State University, Temple University, and Beaver College.

Affiliation: The TRC is part of the SVNC, a private, independent, non-profit corporation. We have developed close working relationships with the School District of Philadelphia as well as with several suburban school districts; and we have been hired by several universities to conduct programs for them.

Support: About one third of our budget is earned by endowment. The rest is income earned from fees charged for the various programs we conduct, the rental of facilities and organic garden plots, the selling of water, membership in the Nature Center, and major foundation support for specific programs. Substantive non-financial support comes from two kinds of volunteers: teaching, library, and other volunteers, and teaching interns, each of whom spends 15 weeks learning and working at the Nature Center.

Decision Making: TRC as such has no policy board. The staff make the decisions along with input from those teachers who use TRC the most. SVNC has a board of trustees, but the staff make day-to-day decisions and set long-range educational goals. The board hires the staff.

Origin: SVNC began in 1965, the programs began in 1967, and the building was open to the public in 1968. Involvement with teachers came early, and the emphasis on teachers and programs for teachers came in the early '70's. TRC began in 1977 as a distinct entity. This coincided with securing of the grant that made acquisition of the collection of books and materials possible.

Information: Calendars, brochures, fliers; newsletter, "The Quill."

LITTLE WOUND TEACHER CENTER

Little Wound School
Pine Ridge Reservation
Kyle, South Dakota 57752

(605) 455-2461, ext. 22

Director: Steve Langley

Hours: Monday through Friday, 8–4; open Saturday and Sunday for workshops.

Program: The Little Wound Teacher Center was created for the use of teachers and aides at Little Wound School and for the use of undergraduate Teacher Corps interns from Little Wound and other schools on the reservation.

Workshops are held once weekly from 3–5, and seminars are held one weekend each month. An artist-in-residence program provides for an artist (weaver, photographer, stained glass craftsman) to work at the center for a minimum of two weeks.

The artist and director assist teachers in developing materials for their classes, and several publications have been written and printed at the center.

Needs Assessment and Evaluation: Form for center staff to record teachers' frequency of use of the center, as well as additional needs and desires for services or materials.

Resources: Professional library, textbook exchange, spirit duplicator, thermofax, offset press, photographic darkroom, electronic typesetting machine, drymount press. A large conference table, soft couches and chairs, and many live plants are arranged to make interest areas for curriculum development, general meeting, printing and binding; there is a small weaving area, as well as the library and textbook exchange. Computer room with an Apple computer.

Staff: Steve Langley, half-time director; John Apple, full-time artist and curriculum developer; JoAnn White Thunder, part-time secretary and typesetter.

Setting: A large portion of the old dining room in the Little Wound School was remodeled for the center. Kyle is in the geographical center of the Pine Ridge Reservation, the second largest in the country with 4353 square miles. The reservation, in southwest South Dakota, is bounded by the Black Hills on the west, the Badlands on the north, and Nebraska to the south.

Participation: All elementary and secondary teachers and teacher aides on the Pine Ridge Reservation attend on school time, release-time inservice days, and on volunteer time. High school students and community are welcome to participate in workshops.

Fees and Credit: No fees are charged. College credit is offered for various workshops; undergraduate credit is free to participants, and the school board pays for graduate credit.

Affiliation: Black Hills State College Indian Teacher Corps Project.

Support: Teacher Corps, Johnson-O'Malley funds, federal "874" funds (given to areas that are "federally impacted"), and Little Wound School.

Decision Making: Governing committee made up of school administrator, teachers, community representatives, and the director.

Origin: Initiated with funds from the Teacher Corps Project through efforts of teachers, administration, and with the guidance of David and Frances Hawkins and the staff at the Mountain View Center for Environmental Education at the University of Colorado, Boulder. The Mountain View Center has been working with learning centers on the reservation since the early 1970's.

Information: Various articles throughout the school year in the local paper; Teacher Corps Network Newsletter; and other publications. Also brochure of each artist-in-residence session.

TEACHERS' CENTER

Jefferson School
St. Joe and East Boulevard
Rapid City, South Dakota 57701

(605) 394-4054

Director: Emilie Zacher

Hours: Monday through Friday, 3–5; evenings and Saturdays, by appointment only. Closed June through August, but visits during the summer can be arranged by calling Emilie Zacher at (605) 343-3788.

Program: Teachers more and more are saying to themselves, "We're professionals and we need some contact with each other to keep abreast of new trends." Just as doctors in communities get together to share ideas and discuss advances in medicine, teachers, too, need to get together to make new materials in the classroom, read professional books, review commercial materials, and attend workshops. No teacher alone can do all that keeping up with what's happening. But a teacher who's an active participant in a teachers' center can.

Centers help to compensate for insufficient college preparation and inadequate opportunity for inservice training. For example, where does the new teacher go for help with a discipline problem that four years at the university never covered? Where does the intern go for tips on motivating the learner? So a center becomes a nucleus for inservice training—both formally, through workshops and scheduled lectures, and informally as teachers share and help each other with problems.

The Teachers' Center is a "nesting place for new ideas"; a place for administrators and teachers to work toward changes in education; a learning place for people interested in becoming teachers; a place to meet other teachers, share ideas, problems, and alternatives; a place to take credit courses that combine theory and practice; a place to make things or do cardboard carpentry; a place to get ideas and materials for the "Creative Sciencing the Gifted" project.

Needs Assessment and Evaluation: Policy board assesses the needs of teachers. Workshop evaluations—"Taking Stock (not to be confused with cattle rustling)"—provide an ongoing, informal needs assessment.

Resources: Lounge area for talking, relaxing, and reading; workshop for making things; classroom for teachers' active learning and curriculum development; cardboard carpentry tools, paper cutters; scrounged materials (wallpaper samples, tubes, fabric scraps, carpet samples); books; materials on the gifted, and science supplies.

Staff: Emilie Zacher, part-time center director and science resource teacher; Paula Klein, full-time Creative Sciencing the Gifted project director (Title

IV-C). Three junior high students (CETA) assist teachers and help in the preparation of workshops.

Setting: The center is housed in Jefferson School, in the middle of Rapid City, and has two classrooms and the gym. The Instructional Materials Center is also housed in this building. Rapid City is close to Mount Rushmore in the Black Hills of South Dakota, just east of the Wyoming border.

Participation: K-6 teachers from six school systems participate on volunteer time. Occasional visitors are administrators, parents, children, and the community.

Fees and Credit: Our school board will allow "salary lane change" credit and has established a professional growth council. Educators receive one credit (which costs $10) for each 10 hours of work in the center.

Affiliation: Rapid City Area Schools.

Support: We rely on volunteers, as the only financial support is the salary of the half-time director. We also have help from the CETA project. Title IV-C funding for Creative Sciencing the Gifted.

Decision Making: Teacher-operated through a policy board, which has full authority and responsibility for the development of the center.

Origin: We began in May 1975 with a planning grant from our state department. For a year we talked. Then in May 1976, Emilie Zacher and Rosanne Beck traveled to a teachers' center conference in Washington, DC, where they had a chance to talk with other teachers involved in centers. On the way home, they visited two centers in Chicago. Then it really began. A summer of painting, building, scrounging, organizing, creating. These beginnings were aided by Patricia Zigarmi, who was then South Dakota staff development director.

Information: Monthly calendar, fliers.

COOPERATIVE TEACHERS' CENTER

241 Forbes Avenue
Clarksville, Tennessee 37040

(615) 645-2610

Director: Patricia Eisenmann-Donahue

Hours: Monday, 9 –5; Tuesday and Thursday, 9 –9; Wednesday and Friday, 9 –6; Saturday, 8 –4.

Program: Specific objectives of the center include: (1) providing teachers opportunities and materials to develop and implement new curricular patterns based on the needs of their students; (2) providing participants with relevant, immediate resources for inservice assistance; (3) providing participants with a designated location to make, take, and partake.

The center offers materials-making assistance on a drop-in basis. A consultant has been hired to coordinate a pilot reading inservice program for all faculty in one elementary school. Most of the program will take place after school, but may also include in-classroom reading assistance. Tele-explorer (telephone communication) units are being introduced into four schools.

Needs Assessment: A formal needs assessment was administered in cooperation with the curriculum coordinating committee (which helps plan inservice programs for teachers). Informal needs assessment occurs through center liaison teachers who are in each school.

Evaluation: A formal evaluation is being designed.

Resources: Resources include 3M copier, two ditto machines, mimeograph machine, drymount press, paper cutter, heavy duty stapler, AV-matic, two cassette recorders, record player, filmstrip projector. Supplies include duplicating paper, stencils, folders, envelopes, markers, poster paper, laminating film, construction paper. We have a small library of materials.

Staff: Full-time: Patricia Eisenmann-Donahue, director; Patricia Smith, secretary; Diane Garrison, CETA secretary; Sandra Howell, graduate intern, Austin Peay State University, 15 hours per week.

Setting: The Cooperative Teachers' Center is situated centrally in Clarksville, Tennessee, 50 miles northwest of Nashville. Space is provided through a contractual agreement with Austin Peay State University, and is located in a university-owned house converted into offices. Four medium sized and one small room comprise the center, which also has a fully equipped kitchen and bath.

Participation: Participants include the administrators, about 800 teachers, teacher aides, parents, and some students in the Clarksville-Montgomery County School

System and one non-public school. Approximately two thirds of participation is from elementary teachers. Student teachers (approximately 100/year) use the center. Most participation is on volunteer time, but teachers may apply for release time for the following reasons: (1) development of innovative program or curriculum projects; (2) attendance at structured workshops (teachers' center-sponsored or other); (3) attendance at conferences; (4) visits to other classrooms for a day to observe and gain knowledge of another's teaching/learning activities.

Fees and Credit: Inservice credit may be applied for. No fees.

Affiliation: Center is funded by USOE Teacher Centers Program. The fiscal agent is Clarksville-Montgomery County School System. The center is called "cooperative" because it is cooperatively sponsored by the Clarksville-Montgomery County Schools, the Clarksville-Montgomery County Education Association, Austin Peay State University, and the Clarksville Academy.

Support: The entire project is funded by USOE Teacher Centers Program, with the exception of the CETA secretary.

Decision Making: The policy board consists of 18 members: nine teachers, three higher education, one non-public school, one teachers association (non-voting), two board of education, one supervisor of instruction, one principal, one teachers' center director (non-voting), one retired teacher, superintendent of schools (non-voting), and coordinator of instruction (non-voting). Programming decisions are made by staff with assistance from ad hoc committees in major program areas. Staff are hired by the policy board personnel committee and supervised by the center director.

Origin: The center was conceived by a group composed of teachers from the Clarksville-Montgomery County Schools, the Clarksville Academy, Austin Peay State University, and the Clarksville-Montgomery County Education Association. No special movement precipitated this. The group became aware of the USOE funding and took advantage of the opportunity to apply. The center was funded in fall 1978 and opened in March 1979.

Information: Newsletter approximately every two months; brochure.

KNOXVILLE CITY/KNOX COUNTY TEACHER CENTER

232 Churchwell Avenue
Knoxville, Tennessee 37917

(615) 525-7044

Director: Marti Richardson

Hours: Monday, Wednesday, and Friday, 8 –4:30; Tuesday and Thursday, 8 –7:30; open late afternoons and evenings when workshops and meetings are scheduled.

Program: Center objectives are to be a teacher center which listens to teachers and responds with relevant inservice programs and curriculum development projects; to provide a place where teachers can gather to share ideas and work on classroom materials in a friendly and comfortable atmosphere; to encourage the use of teachers as resources in training and curriculum development, the use of programs of proven effectiveness, and the use of research in solving educational problems; and to coordinate teacher center efforts with existing resources and programs available in city and county schools (both public and private), colleges, and our community.

The center facility is open for drop-in use or scheduled programs, for resource materials, discussion, or production of materials. A selection of workshops is offered at the center and other sites in the community. The center also provides a "teacher connection," a resource bank to meet one teacher's needs with the help of another teacher.

We program our center from a group of assumptions that are used in many teacher centers across the country. We assume that teachers will be responsible for their own professional development; that teachers will be self-directed and autonomous regarding their continued learning experiences; that teachers' sense of self is crucial to their work and professional development; that the center will support teachers in identifying and meeting their staff development needs; that the center will respect the individuality of teachers who participate voluntarily; and that the center will provide the opportunity for teachers to share their ideas and interests in a place that they feel is their own.

Needs Assessment: A formal needs assessment gave impetus to the center's initial programming. We now rely on both formal and informal methods. By reviewing individual teacher requests and involving educators in planning and conducting workshops, we insure that our programs are relevant and responsive to the needs of teachers.

Evaluation: One task of the 1979 –80 project is to develop and field test an evaluation model for teacher centers. The center will gladly share information on this project.

Resources: Workshop and curriculum display space; teacher-made activities and games; materials preview area; audiovisual preview area; resource materials check-out which is available to teachers on truck delivery; duplication center which includes a xerox, laminator, drymount press, thermofax, mimeograph, and ditto machines; professional library; hospitality area; and kitchenette.

Staff: Marti Richardson, director; Margaret Massey, educational coordinator; Elaine Russell, secretary; Alanson Van Fleet, research specialist; Jean Norman, research assistant.

Setting: The center is located in Oakwood Elementary School, which is geographically near the center of Knox County and just a short distance off Interstate 75. Two large adjoining classrooms house the main part of the center; however, the entire school is available when students are not present.

Participation: K-12 teachers and other school personnel from public and private schools in Knoxville City and Knox County participate on volunteer time.

Fees and Credit: No fees are charged.

Affiliation: Knoxville City (64 schools); Knox County (45 schools); five private schools; University of Tennessee; Knoxville College.

Support: Funded by ESEA Title IV-C, Knoxville City and Knox County Schools; community support through donations of furniture, and volunteer services.

Decision Making: A policy board governs the center. The members represent the two local school systems, higher education, and non-public schools. The staff is directly responsible to this board.

Origin: An interested group of educators arranged for the election of a policy board comprised of over 51% teachers. Through this board the teacher center was planned and organized, and began operating on August 9, 1979 with funding from ESEA Title IV-C.

Information: Newsletter / calendar every two months; brochure; slide presentation.

MIDDLE TENNESSEE
TEACHER CENTER CONSORTIUM

Mailing Address:
Wilson County Schools
PO Box 60
Lebanon, Tennessee 37087

415 East Market Street
Lebanon, Tennessee 37087

(615) 449-4419

Director: Connie J. Smith

Hours: Weekdays and weekends, 8–3:30. Center office open in summer, but currently no inservice offered.

Program: The MTTC, an ESEA, Title IV-C product of the Consortium for the Improvement of Instruction in Middle Tennessee, acts as an organizational clearinghouse for providing inservice directly to teachers and administrators in member counties and school systems. All curriculum areas are stressed as needed. The project has a three-year funding potential.

Daytime, after-school, evening and Saturday inservice workshops are given at local sites for top priority topics (for example, accountability, Chisenbop Math Techniques, learning problems) identified by needs assessment. Consultants from higher education, teachers and administrators from member counties, and others conduct the inservice workshops. Presentations are often to large groups (200 participants), which afterwards break up into smaller sessions. The Consortium is attempting to provide innovative inservice. Each member county and school system in the Consortium receives ten days of inservice programming per year for teachers who wish to participate.

Needs Assessment: Each teacher center board member invited suggestions for workshop topics from teachers in his or her school. The compiled list of 78 suggestions was sent as a questionnaire to all teachers in the service area. The questionnaire also surveyed teachers' preferences for time of day, length of workshop sessions, graduate credits, and workshop presenters.

Evaluation: Evaluations are conducted after workshops.

Resources: There are some monies for purchase of learning materials or ones needed in inservice sessions, such as "System 4" materials.

Staff: Connie J. Smith, full-time director; Betty Fleming, full-time secretary; Beverly Reece, half-time graphics designer.

Setting: A clearinghouse/office is maintained at the Lebanon, Tennessee, address. Activities are offered at local sites, usually for two adjoining counties.

Participation: K-12 teachers and administrators from 17 suburban and rural Consortium agencies in a 150-mile radius. Some participation is on release time and some on volunteer time; all participation is voluntary.

Fees and Credit: Free to both participants and member systems. Inservice credit offered for all activities. Mileage and meals are paid (up to $15) for adjoining county participants when they must drive substantial distances.

Affiliation: All teachers and administrators in the following middle Tennessee counties and school systems are members of the Consortium: Austin Peay State University, Catholic Schools Diocese of Nashville, Franklin County, George Peabody College of Vanderbilt University, Giles County, Independent Schools of the Nashville Area, Lawrence County, Lebanon 10th District, Middle Tennessee State University, Montgomery County, Robertson County, Tennessee Education Association, Tennessee State University, Tullahoma City Schools, Watertown 16th Special District, Williamson County, Wilson County.

Support: ESEA, Title IV-C. Member LEA's provide space and organization-wide facilitation.

Decision Making: A policy board of 38 members, with an elected chairperson, David Daniel, governs the teacher center. The composition is of teachers, administrators, and members of higher education. Monthly meetings are held for this group to decide policy and procedures. A smaller group, the executive committee, elected from members of the policy board, meets twice monthly in "work-party" meetings to develop policy to be proposed to full vote in policy board meetings.

Origin: A group of educators from member systems met at Peabody College, Nashville, in October 1977. Improved inservice was the top priority and the group continued to meet for a year. After investigating private foundations and other sources, the Consortium received support from ESEA, IV-C, on July 1, 1978, and began operations September 1, 1978.

TEACHER CENTER

Metropolitan Public Schools
3501 Byron Avenue
Nashville, Tennessee 37205

(615) 259-5706

Director: Alonzo Randalls, Jr.

Hours: Monday through Friday, 8 am –9 pm; Saturday by arrangement. Open all year.

Program: The Professional Development Program of the Metropolitan Public Schools stresses the importance of providing professional development experiences that meet individual needs. An outgrowth of this program, the Teacher Center acts as a hub for professional experiences in the Metropolitan Public Schools.

The Teacher Center seeks to strengthen teachers' skills by providing each opportunities to assess goals and teaching style, and to take charge of professional growth activities. The center offers a variety of workshops, courses, discussion groups, and special programs designed by teachers, administrators, and college educators. These include after-school workshops, all-day seminars, Saturday classes, weekend and summer courses in topics such as classroom management, reading remediation, school law, creativity, values clarification, and drug abuse. Some subjects are offered throughout the school year and provide graduate credit through local colleges and universities. Workshops may be sponsored by any school system department, district office, teacher group, community agency, educational association, university staff, or by the center.

The center is open for daily use of the meeting rooms and library resources. Four secondary subject area curriculum laboratories (language arts, mathematics, science, and social studies), and a special education laboratory are open by appointment for individual use and consultation. A special reading task force developing a comprehensive reading program for the Nashville school system, and bilingual education staff are housed in the center; also located there are office and classes of the drug education program, which has received acclaim from the National Institute of Alcohol and Drug Abuse.

Needs Assessment: A comprehensive needs assessment is conducted once a year with smaller samplings every three months. There are two phases: (1) teachers are asked to answer eight open-ended questions, such as "what are some problems you might be having in your classroom?" (2) staff tabulates the information, listing the 200 top needs expressed. The list is sent to teachers, who are asked to check the ten that are most important to them. There is also another series of open-ended questions included with the list. Equal weight is given to informal assessments made by staff who visit schools and work with faculties.

Evaluation: Each program is evaluated by means of a form (several forms are used) that asks open-ended questions, such as "how did workshop or program meet your needs."

Resources: Ten rooms for classroom settings, office space, an auditorium, curriculum laboratories, bilingual education center, and space for curriculum development. Professional library containing texts and supplementary books, games and activities, and curriculum materials. Reproduction machines, typewriters, laminators, overhead projector, filmstrip and film projectors, record players, video equipment on a limited basis available to participants in workshops and classes.

Staff: Alonzo Randalls, Jr., director; Dorothy Barrick, program assistant (drug education); Richard Hocutt, technical assistant; Norma Wheeler, full-time secretary; one part-time college and some high school students; 20 part-time instructors and consultants.

Setting: The center occupies a phased-out elementary school in Nashville.

Participation: K-12 teachers in the 138 Metropolitan Nashville Public Schools use the center primarily on volunteer time. They also participate on release time and professional development inservice days. Paraprofessionals, parents, students, administrators, preservice students, and college faculties also attend the center. Teachers from surrounding counties in middle Tennessee are invited to participate in college courses.

Fees and Credit: Free. Graduate credit courses arranged through George Peabody College for Teachers, La Salle University, Tennessee State University, University of Northern Colorado, University of Southern California, and Vanderbilt University at assessed fees. Undergraduate credit arranged through Belmont College and Trevecca Nazarene College.

Affiliation and Support: Metropolitan Nashville Board of Education. Participating colleges, universities, and organizations provide additional support.

Decision Making: Decisions are made by the center director with continuous input from teachers, administrators, and affiliated colleges. All programs offered for professional development are monitored by the Professional Development Commission, an appointed commission of teachers and administrators.

Origin: After a recommendation by the Curriculum Advisory Council of the Metropolitan Public Schools in 1971, the Teacher Center was established in the summer of 1973 as a part of a plan for a systemwide focus on teacher training.

Information: Fliers; biweekly newsletter, "Briefcase"; summer brochures; "Professional Development Guidelines" booklet; slide/tape program, "Professional Development Is Personal Growth."

OAK RIDGE TEACHER CENTER

200 Fairbanks Road
Oak Ridge, Tennessee 37830

(615) 482-1406

Director: Jinx Bohstedt

Hours: Monday and Friday, 8 –5; Tuesday through Thursday, 8 am –9 pm; Saturday by appointment. Open all year.

Program: Our teacher center, brand new, picks up momentum with each contribution, donation, effort, and connection among teachers. It is in this way that we define ourselves and carve out a place for teachers' personal and professional growth. People come to use our resources, join study groups on children's literature, and share ideas about teaching good study skills. We organize university credit courses which teachers need for recertification and renewal. But we also are perceived as a reaching-out center where we become as visible within the school environment as we want the teachers to be at the center. We promote the advisory and resource person concept so teachers can receive service in the classrooms.

Our program is a balance of elementary and secondary offerings, various subject matters, and long- and short-term involvement. We attempt to use as many non-school resources as possible, such as Oak Ridge Museum of Science and Energy, Children's Museum, and Appalachian Experience, which have offered workshops through our combined auspices. Classroom teachers have led sharing sessions and workshops. Music teachers are teaching guitar and autoharp to primary teachers, and we are considering offering an Appalachian dulcimer class. Our liaison with University of Tennessee, Knoxville, has resulted in various course offerings for teachers here in Oak Ridge. Our program then is an attempt to balance quality teacher sharing and steady input from current university-level theory. Theory and practice, credit and non-credit, are balanced in program planning.

Needs Assessment: We have two assessments. One for administrators is a reaction sheet of their own comments gleaned from personal contact. Administrators put in priority their and their colleagues' suggestions. Second, an informal needs assessment was done at the center in staff meetings. Groups of three or four teachers talked together in response to questions.

Evaluation: We have two evaluation forms. One is for workshop leaders so that they might reflect on their teaching experience at the center, and give us reactions about their needs. Our feedback sheet from workshop participants is twofold: one section is a numerical ranking of several questions and a second section asks for open-ended response. We have also included a question about volunteering for documentation in the classroom.

Resources: Our center houses the professional library and workshop center in a spacious two-classroom room. One half of an additional attached room serves as a lounge, and the other half as a media production room. Two small offices open into the front lounge area. The site is modern, air-conditioned, and located in a junior high school, next to the cafeteria and Little Theatre so that we are able to plan both large and small events comfortably. We have a laminating machine, copier, and media equipment.

Staff: Jinx Bohstedt, full-time program coordinator and resource person for teachers in classrooms; Sue Diehl, part-time librarian and resource person for teachers; Jerry Hsu, full-time organizer of our office and keeper of the books. Workshop leaders are teachers who are paid an honorarium.

Setting: We are housed in a junior high building, not more than 15 minutes away from every school in the town. We are 30 minutes away from the University of Tennessee, Knoxville.

Participation: Oak Ridge is a small system with five elementary schools, two junior highs, one high school, one preschool, and one parochial school, K-8. Our regular participants are elementary and junior high teachers who participate on mostly volunteer time. When we schedule computer and calculator workshops, many more high school teachers attend. We send calendars and invitations to the PTA to encourage parent participation. Our budget allows money to pay for substitutes. We release policy board members one-half day each month to meet; we are encouraging individual teachers to ask us for release time for special projects.

Fees and Credit: Workshops and seminars are free. University of Tennessee requires tuition fee and bestows credit for courses offered here.

Affiliation: Oak Ridge Schools. Active liaison with University of Tennessee, Knoxville.

Support: USOE Teacher Centers Program. We enjoy strong support and have a close working relationship with school administrators. Teaching personnel, administrators, secretaries, and custodians see the center as "part of the system" so they are willing to donate and help out in as many ways as possible. Volunteers come from special interest groups such as NEA, retired teachers, policy board members, and others.

Decision Making: Eighteen-member policy board that hires the director. Each of the members is a leader of an advisory committee made up of volunteers in his/her own school who offer suggestions to the policy board. All told, we are a 60-member nucleus who are involved in decision making. From the policy board we have created a program committee to help the director plan each month's calendar and project long-term offerings.

Origin: A planning grant proposal was submitted to USOE by Oak Ridge Schools in March 1978. The proposal was developed by the policy board consisting of representatives of Oak Ridge Schools, St. Mary's Parochial School, and higher education. At that time the policy board consisted of 15 representatives who received the grant and worked to develop an operational proposal. The center opened in September 1979.

Information: Flier; monthly calendar.

ALAMO AREA TEACHER CENTER

1550 Northeast Loop 410
San Antonio, Texas 78209

(512) 828-3551, ext. 717, 718

Director: Robert A. McCrummen

Hours: Hours vary at the four sites. All four centers are open after school, evenings, and on Saturday. All centers open in summer, Monday through Friday, 9 – 5.

Program: The center's one major purpose is to improve teacher performance in the classroom through (1) effective inservice opportunities, and (2) the establishment of regional resource centers. After school and summer inservice programs are designed to employ the services of classroom teachers within the area as consultants. Topics for these mini-courses have been identified through a regionwide needs assessment. One hundred mini-courses and 14 summer workshops are scheduled to be offered during 1979 – 80. Topics have included confidence in composition, improving self-concept, and teaching basic skills through music. Resource centers are places where teachers can prepare instructional materials, plan for instructional improvement, attend special workshops, and interact with other teachers. Two of these centers were established during the first year of the center's operation and two during its second year.

Needs Assessment: A formal needs assessment was used in the initial planning of the center and again in December 1979. This information is updated each year by obtaining information from workshop participants.

Evaluation: Workshop evaluation forms are given to all participants and the data is analyzed by the evaluation component staff of the teacher center's fiscal agent, Education Service Center, Region 20.

Resources: Materials for making instructional aids are available at each resource center for teachers' use. A small professional library is located at each center.

Staff: Robert A. McCrummen, director; teacher-in-residence, open; Sharon Franklin, secretary; Pat Heckman, clerk for the San Antonio Center; Maria C. Rodriguez, clerk for the Eagle Pass Center; Pat Chastain, half-time clerk for the Kerrville Center; Adela Ortiz, clerk for Pleasanton Center.

Setting: The resource center in San Antonio is located in downtown San Antonio in the "old wine cellar" of an historic building constructed in the mid-1800's. The resource center in Eagle Pass, 150 miles southwest of San Antonio, is located on the second floor of the city library. The resource center in Kerrville is located in the Weir Academic Building on the campus of Schreiner College. The resource center in Pleasanton is located in the new Pleasanton Elementary School library complex.

Participation: Services are provided to 58 school districts (16,000 teachers) within 18 counties, and non-public teachers in the same area. Participants are primarily classroom teachers and aides who attend on volunteer time. There has been some participation by administrators, but services are primarily designed for teachers.

Fees and Credit: Free. Some school districts allow their teachers to receive inservice credit for workshops / mini-courses attended. A few graduate credit classes through local universities are beginning to be held at the centers.

Affiliation: Education Service Center, Region 20.

Support: USOE Teacher Centers Program.

Decision Making: This teacher center has a policy board of 23 members: 13 classroom teachers (one non-public); six IHE representatives (six different institutions); two superintendents; one area superintendent; and one executive director of regional Education Service Center. The policy board establishes policy, approves the program of the center, authorizes expenditure of funds within approved budget, and approves the employment of the director. The director is charged with the responsibility of making programming decisions.

Origin: A cooperative effort by the Education Service Center, Region 20, and the district teachers' association led to submission of a proposal to USOE. The center was funded in fall 1978.

Information: Newsletter, inservice releases, slide / tape presentation.

WAXAHACHIE ADVISORY CENTER FOR TEACHERS

101 East Marvin
Waxahachie, Texas 75165

(214) 937-5707

Mailing Address:
Box 977
Waxahachie, Texas 75165

Director: Frankilou Jett, Advisory; Clifton Barr, Media

Hours: Monday, Wednesday, and Friday, 7:30–5; Tuesday and Thursday, 7:30–7. Closed end of June through middle of August.

Program: The aim of the center is to furnish support and direction to the development of an educational philosophy which emphasizes the child, but also encourages the teacher's self-growth.

The Advisory sponsors after-school workshops in art, music, recycling, triwall construction, science, math, language arts, and in the design and development of print and manipulative curricula, such as a three-dimensional math kit. Drop-in use of the center for consultation, assistance, and conversation is encouraged. After-school assistance to outlying school systems is available on request.

The Advisory runs "children's days" when teachers bring children to the center and work with an advisor on developing a new skill or teaching technique in a classroom-like situation.

The Media project involves teachers and students in classroom videotaping. Teachers can later replay the videotape and view classroom interactions in greater depth. The project also uses film animation, works with the local Public Broadcasting Service television station, and serves as the videotape library for Waxahachie schools, K-12.

Needs Assessment: A teacher needs assessment (Title IV), which is used by general inservice and the center, is given each year. Specific center needs questionnaires are also sent out. Staff members who are teachers also give an ongoing assessment of teacher needs.

Evaluation: Evaluation is informal, mostly verbal; a simple rating system is given, but not for all workshops.

Resources: Advisory: consultant from outside the school district, professional library; science, math, and art work areas; curriculum materials, kiln, rock polisher, plants, laminating machines, poster board, greenhouse; cardboard and wood carpentry, scrap materials for various classroom activities. Media: a video recording center, including two videotape machines (one portable) and 19 portable video players. The studio includes super 8 film animation capability for students and teachers to use in curriculum development.

Staff: Full-time: Frankilou Jett, Advisory director; Clifton Barr, Media director; Susan Wright, secretary. Part-time (indicates grade-level experience):

Geneva Sevier, retired primary teacher; Dian Cooper, K, 1, 4; Sydney Barr, 1; Ann Bynum, 2; Billinelle Currie, 2; Suzan Roper, 5, 4, 2; John Hauser, 5, 6; Mike Bryant, 6; Pat Davis, teacher of the emotionally disturbed. All part-time staff work in the center on a schedule twice a month. They have release time from noon once a month; they work until 7:00 (they are paid from 3:30 to 7:00).

Setting: The second floor of a K-5 elementary school. Six large renovated rooms and a hall. Waxahachie is a rural town of 14,000, 29 miles south of Dallas. As this is still largely a farming area, Waxahachie is not considered suburban yet.

Participation: K-6 and a few secondary teachers attend the Advisory, and K-12 teachers use the media component, primarily on volunteer time. Administrators are monthly participants (curriculum-oriented meeting one morning a month). Only curriculum matters are discussed. The school board uses the center frequently for study sessions. Children use the center when teachers make an appointment for them to work under their direction or under direction of one of the staff members. Parents drop in frequently but not on a scheduled basis. The center primarily serves only the local school district.

Fees and Credit: No fees. Credit for Texas Women's University College Course affiliation. TWU is working with the center to provide masters degrees through the center. It is 45 miles to the nearest college, about 80 miles from TWU.

Affiliation and Support: The Advisory Center is part of the local school district and is totally financed by the Waxahachie Independent School District.

Decision Making: The staff and directors are totally responsible for programming and submission of the budget (which has never been rejected). The local administration does not influence the programming. The directors and staff hire new staff members; the directors supervise the staff, who also evaluate themselves individually and as a group.

Origin: Grew out of Education Development Center (EDC) Follow Through advisors' work in 1971, in nearby Rosebud, Texas. When Superintendent Billy Bates moved from Rosebud to Waxahachie, he started the center by bringing EDC advisors to Waxahachie for short consultations.

Information: Calendar, brochure, and newsletter.

MOAB TEACHERS' CENTER

217 East Center
Moab, Utah 84532

(801) 259-8421

Director: Barbara Ing

Hours: Monday, Wednesday, Thursday, 9–5; Tuesday, 9–5 and 7–9; Friday, 9–3:30; Saturday by appointment.

Program: The purpose of the center is to acquire professional research and resource materials not available in this remote area; to improve interschool communication through teachers' exchange visits and visits to exemplary programs in other areas; to improve inservice education through a variety of workshops and higher education classes; to encourage teacher participation in professional organizations by providing substitutes and financial assistance for teachers to attend conferences; to provide a teacher-advisor to work with individuals and groups and to arrange workshops and activities; and to support the learning teacher however possible.

Program emphasis is on reading and math, but all curriculum areas are included. Activities usually take place at the center after school and in the evenings, and sometimes during the day with release time provided by the center. Teachers, parents, aides, and community members participate in workshops on a variety of topics that reflect the concerns of teachers. When appropriate, community resources such as Family Services, Mental Health, National Park Service, and Forest Service are used. The center is open for individual projects during scheduled hours or by appointment.

Needs Assessment: Formal and informal needs assessment instruments are used as well as group discussions with teachers within the school buildings.

Evaluation: After each workshop participants fill in an informal evaluation form.

Resources: Drymount press, photography equipment (including darkroom), AV equipment. Supplies such as paper, pencils, scissors, and paste; make-it-take-it samples. Meeting spaces and materials production spaces. Professional research resources (access to ERIC terminal); references and resource material for check out. The beginnings of a recycle center.

Staff: Barbara Ing, director, "I do everything!"; Betty Stephens, secretary, clerk, jack-of-all-trades; part-time help is provided by district's three media specialists, Aleene Nielson, Joan Gough, and Frances Foy.

Setting: Located in an area that was once the girls' gym in a middle-school building (circa 1920). Moab is a town of about 8000 in southeastern Utah on the Colorado River, approximately 125 miles southwest of Grand Junction, Colorado, and 250 miles southeast of Salt Lake City.

Participation: Teachers and aides (K-12) from Grand County, most of whom live in the town of Moab. Some teachers from a private school 30 miles from Moab also participate. Programs for parents are being developed by request of the PTA. Community members and administrators sometimes participate. Release time is available for materials preparation, workshops, and traveling to conferences. Teachers must submit a request at least two weeks in advance describing the purpose of the release time. It must be approved by the building principal and the center director.

Fees and Credit: No fees are charged for workshops. Recertification credit can be earned if requested, but it is not presently required in Utah. Teachers must pay tuition for graduate classes which Utah State University will provide if ten people enroll. If there are not ten people enrolled, and the class pertains to teacher education, the center will pay tuition to assure the class.

Affiliation: Grand County School District.

Support: Funded by a grant from the USOE Teacher Centers Program, with in-kind contributions from the local school district.

Decision Making: The policy board consists of two representatives from the local school board, one from Utah State University extension office, one from a private school, and 12 teachers representing various levels and departments. Staff makes day-to-day decisions with advice from the policy board. The center director is hired by the policy board.

Origin: The proposal to the USOE Teacher Centers Program grew out of a plan by the local teachers' association Instruction and Professional Development committee for teachers to help other teachers. With no local funds available to implement the plan, the proposal was submitted and the center was funded in fall 1978.

Information: Slide/tape program; calendar schedules.

CURRICULUM WORKSHOP

Catamount School
School Street
Bennington, Vermont 05201

(802) 447-7945;
447-7543 (messages)

Director: Jeanne Velon McWaters

Hours: Monday and Wednesday, 3–4:30; Tuesday, 3–7; and by appointment.

Program: The Curriculum Workshop's purpose is to provide an additional avenue of learning; enhance "eye-mind-hand" coordination; help pupils gain knowledge about the world of work; and improve attitudes, generally, toward school. It serves teachers as a generating point for ideas, skills, and materials.

A "new teacher workshop" is offered each fall to introduce the center. Other workshops are offered on topics such as math games and bookmaking. The workshops run two to four hours and are held in the Curriculum Workshop Tuesday afternoons from 3:30–5:30. Teachers choose the subject, and the workshop is subject to approval by the superintendent of schools. During open hours, teachers come to construct with triwall and wood, copy and share ideas, read, make games and other learning materials for their rooms.

"By appointment, the director spends about 85% of her time in the classroom with teachers and children. The balance of the time is spent planning with teachers, preparing and delivering materials, scrounging, and producing a monthly newsletter. In a sense, from 8 to 3 each day the Curriculum Workshop is wherever the director is. This facilitates keeping teachers with mutual interests in touch."

Resources: A woodworking shop, hand tools, table saw, and drill press; cardboard carpentry tools; sewing machine, typewriter; professional library; curriculum materials, including games and kits that may be borrowed or made; recycle; space to share and make; access to kiln.

Staff: Jeanne Velon McWaters, full-time director.

Setting: A large classroom in the Catamount School. The room is divided into the shop area and a sit-and-relax work spot. Bennington is in southwestern Vermont.

Participation: The Curriculum Workshop serves 11 public elementary schools in the Southwest Vermont Supervisory Union School District. The schools are within a 16-mile radius of the Workshop. Presently the center serves day care people by offering them workshops and the use of the shop.

Fees and Credit: Free. Fifteen recorded meaningful hours in the Curriculum Workshop entitle a teacher to one certification credit. The center is presenting a series of teacher-to-teacher workshops that qualify as part of the 15 hours.

Affiliation: Southwest Vermont Supervisory Union School District (SWVSUSD), Bennington, Vermont.

Support: The SWVSUSD assesses each school on a per-pupil-cost basis. Groups such as Bennington Day Care pay a yearly membership fee.

Decision Making: Superintendent of schools with input of center director. An informal advisory group of interested teachers acts as a sounding board and helps germinate ideas.

Origin: In 1964 the Ford Foundation financed a project to help raise the standard of education in southwestern Vermont. The vehicle for this was the Cooperative Project for Curriculum Development (CPCD). Toward the end of the project the directors realized that there had been, perhaps, overemphasis on symbolic learning. To bring an added dimension to learning through manipulative experiences at the elementary level, the CPCD applied for funds under Title III of the Elementary and Secondary Education Act of 1965. The project began in 1967, under the direction of William Steel. After the federal monies dried up, the Vermont State Department of Education picked up costs and ran it as a state demonstration program. In 1975 the local school district picked up the costs and reduced the staff from two to one. The present format has evolved over the years in answer to teacher needs.

Information: Monthly newsletter. Ten-page brochure describing the program with words and pictures. Provide a self-addressed envelope with stamp.

THE TEACHERS' CENTER

Goddard College
Plainfield, Vermont 05667

(802) 454-8311, ext. 321

Director: Celia Houghton

Hours: Monday, 9–3; Tuesday, 9–6:30; Wednesday, 9–5; Thursday, 9–9; Friday, 9–12. Open most of the summer.

Program: The purpose of the center is to help teachers find ways to deepen their understanding of children and curriculum and gain new perspectives on teaching.

The center provides help with resources, makes connections among teachers and others, makes visits to classrooms on request, and works with teachers and sometimes their classes at schools. For example, a staff person may visit the classroom or go on a field trip with a teacher and class, using the local environment in the science curriculum.

Workshops, mostly given in response to teacher requests, are conducted primarily by teachers. These are held at the Teachers' Center and at some schools. Recent workshop topics include teaching social skills, photography for teachers, and "Who Goes There?" nature walk. The center is open for drop-in use, as well as for individual and small-group study or meetings.

Needs Assessment and Evaluation: Needs assessment is accomplished by personal contact, and talking with people. The center conducts an internal, ongoing evaluation; data is collected for a descriptive documentation.

Resources: Lounge, library with books and curricular materials for loan, art room, math room, darkroom, and a recycle center.

Staff: Full-time: Celia Houghton, director; Chris Sachs, associate director, teacher on leave, who will return to the classroom, works in schools and all areas of the center; Olivia Gay, works in the schools and runs the center darkroom and recycle program; Nancy de Groff, works in schools and in the center on natural science; Nicola Morris, office manager, who also teaches writing in the schools.

Setting: Light, pleasant rooms, not large, in a dormitory building at Goddard College in rural north central Vermont.

Participation: K-12 public and private teachers—more elementary than secondary—attend on their own time. Also parents, Head Start education students, and aides who live or work up to 30 miles from the center in the 700-square-mile project area.

Fees and Credit: No fees. Recertification credit from school districts is requested by individual participants.

Affiliation: Goddard College.

Support: USOE Teacher Centers Program, and support from Goddard College for maintenance, utilities, and so forth.

Decision Making: A policy board of 11 members, seven of whom are teachers, meets monthly. The policy board personnel committee selects staff, and the college hires staff.

Origin: A group of local teachers and others originated the idea for the center with Celia Houghton, who formerly directed a teachers' center in Greenwich, Connecticut. A grant from the USOE Teacher Centers Program enabled the center to open in September 1978.

Information: Newsletters, workshop schedules.

WASHINGTON WEST RESOURCE CENTER

Old Post Office
RFD #1, Box 172N
Waitsfield, Vermont 05673

(802) 496-3090

Director: Wade Scherer

Hours: Monday through Friday, 8–5; open evenings and weekends when workshops and meetings are scheduled and for use by individual teachers. Open all year.

Program: The objectives of the center are to maintain a place that meets the needs of teachers; to assist teachers in pursuing staff development activities and in developing curriculum; to extend services and resources to the six superintendencies contiguous to Washington West and to integrate their representatives into the policy board; and to maintain and extend the center's involvement with the community by having community use the center, and by having staff go into the community to present activities.

Washington West offers a meeting place where teachers or community can drop in and enjoy a comfortable work area. Activities in the center include adult education courses (for graduate credit and recertification), workshops, and community forums based on the needs and requests of participants, on topics such as affective education, special education, drugs and alcohol; and children's courses in photography, arts, and physical skills. Advisors work with teachers in the classroom and at the center to help with curriculum, classroom management, or organizational concerns. Incentive grants are provided to enable teachers to develop curriculum relevant to each classroom and school. The "center on wheels" is a van service that delivers materials to six districts outside Washington West. The center sponsors a summer institute comprised of graduate classes in areas determined in early spring by the policy board. It also provides training in the schools and community in the use of video equipment.

Needs Assessment: The center assesses the needs of teachers through formal questionnaires, policy board and committee meetings, informal discussions with individual teachers, and participation at schoolwide faculty meetings.

Evaluation: Evaluation is through the cooperative efforts of a third-party evaluator and a committee of policy board teachers. Documentation includes staff documentation of programs and participation in the National Teachers' Center Documentation Project. Ongoing evaluation takes place at staff meetings, policy board meetings, and in "retreat" formats by both staff and board.

Resources: Hands-on manipulative materials; resources, bought and scrounged, to construct learning aids; commercial learning materials. Photography, film, and videotape equipment including photography lab, video projection room, and mobile darkroom. Professional library; conference room for formal and informal meetings.

Staff: Wade Scherer, director; Michael Carrino, program facilitator; Jean Eisele, learning services coordinator; Richel Fightlin, field coordinator; Elan Stevens, project documentor; Phyllis Arsenault, administrative assistant; Bill Cathey, extra-district consultant; Herb Tilley, third-party evaluator.

Setting: The center is housed in the Old Post Office, a one-story building centrally located in the Washington West School District. Waitsfield is a thriving resort center in central Vermont, one-half hour from Montpelier, the state capital, and one hour from Burlington, the largest city in Vermont.

Participation: The center serves elementary and secondary public and private school teachers in Washington West, Chittenden East, Windsor Northwest, and Washington Central School Districts. Teachers from several other superintendencies participate, as well as preservice teachers, administrators, and children and adults. Release time is provided through the Incentive Grant Program. Substitute payments are reimbursed to the local district. Proposals for release time are approved by the teacher's building administrator before being submitted to the policy board for approval.

Fees and Credit: Workshops—$4; recertification courses—$30–$45; graduate courses through University of Vermont, Johnson State College, and Community College of Vermont—$25–$135.

Affiliation: Washington West Supervisory Union. As a center funded by USOE Teacher Centers Program, Washington West Resource Center is part of the New England Teacher Centers Documentation Cluster consisting of 13 federally funded centers in New England. The center is also part of an informal National Rural Teacher Centers Network.

Support: USOE Teacher Centers Program; Washington West School District; technical assistance funds from Vermont State Department of Education; CETA; Champlain Valley Work and Training Programs.

Decision Making: Program decisions are made by the policy board of teachers, administrators, and community from Washington West Supervisory Union and six contiguous school districts. Full-time certificated staff are recommended by the policy board to the Washington West Supervisory Union Board, which issues contracts. All other staff are hired by the policy board.

Origin: The center grew out of a federally funded alternative teacher training program in the early 1970's and the ACCESS Education Center, a teachers' center funded by the federal Career Opportunities Program, for the Washington West School District during 1975–76. Washington West Resource Center was created in April 1977 by 25 district teachers who wrote the original plan, presented a petition to the district board for funding, and who currently serve the center in many of its programs.

Information: Slide/tape show; policy board manual; "Update" monthly newsletter; semester course and workshop bulletins; brochure; *Vermont Teachers' Resource Directory*; occasional rural teachers' centers mailings.

MOUNTAIN TOWNS' TEACHER CENTER

Deerfield Valley Elementary School
Wilmington, Vermont 05363

(802) 464-8366

Mailing Address:
PO Box 807
Wilmington, Vermont 05363

Director: Heidi Watts

Hours: Monday through Friday, 9–5; open evenings and weekends when workshops are scheduled. Closed June through August.

Program: The Mountain Towns' Teacher Center serves small public and private schools in rural towns within a 50-mile geographic radius. It serves as a model for teachers and others in rural areas who want to start teacher centers.

After-school, evening, and weekend workshops are held at the center in areas such as reading, math games, and crafts. The center offers graduate courses needed for teachers to maintain professional standing. It sponsors a public issues lecture series on topics such as "Who Raises Our Children?"

The center is used extensively on a drop-in basis for consultation and conversation. It also sponsors and provides a meeting place for organizations such as an early childhood education group.

Staff make two visits per month to 15 schools, bringing materials, giving assistance on special projects, and talking with teachers. An emphasis of the center is to "give professional consultation to principals and staff within the school setting on problem areas, curriculum, and instruction."

Needs Assessment: In the past, questionnaires have been distributed to principals, teachers, superintendents, and others. Ongoing, informal needs assessment takes place throuth teacher center staff's attendance at faculty meetings and through talking directly with participants.

Evaluation: Heidi Watts has prepared *A Baker's Dozen*, "13 examples of change in classrooms as a result of teacher center activity in Vermont," for the Vermont State Department of Education, September 1979. Ongoing, informal evaluation of the center and its activities takes place through direct feedback from teachers. Teachers fill out evaluation forms for courses given in conjunction with another institution.

Resources: Professional library including educational magazines; resource lending library including learning games, children's books, art prints, posters; scrounged materials (such as wood, plexiglas, cardboard, zippers); audiovisual equipment, xerox. The center houses, supervises, and rents out a small collection of films in the series *Man: A Course of Study* (MACOS), which a group of the schools bought with pooled resources. The center hopes to expand this collection.

Staff: Heidi Watts, full-time director; Wendy Youngs, full-time secretary.

Setting: The center occupies a large classroom with a comfortable meeting area in the Deerfield Valley Elementary School in Wilmington. Wilmington is located in the mountains of southern Vermont, halfway between Brattleboro and Bennington (20 miles from each).

Participation: Use of the center by elementary and high school public and private teachers is on volunteer time. Students, parent-teacher groups, administrators, and community members also use the center.

Fees and Credit: Workshops offer no credit and cost $2, plus occasional fees for materials. Fees for three-credit graduate courses vary according to the college or university through which the credit is granted—University of Vermont, Castleton State College (Vermont), North Adams State College (Massachusetts), Framingham State College (Massachusetts), Keene State College (New Hampshire).

Affiliation: Public and private schools in the mountain towns of southern Vermont and northern Massachusetts.

Support: Income from course and workshop fees, use of xerox by community groups, sales of cookbook. Deerfield Valley Elementary School provides space, and other schools have contributed money and/or equipment.

Decision Making: Governing board and several committees (courses and workshops, lecture series, and future funding committees) made up of teachers and community members.

Origin: Initiated by local educators through ESEA Title III, Casey Murrow, a classroom teacher, was instrumental in starting the center which opened in September 1974. (Casey and his wife Liza Murrow are co-authors of a survey of British open schools, *Children Come First: The Inspired Work of English Primary Schools*, New York: American Heritage Press, 1971).

Information: Monthly newsletter/calendar; brochure.

Watt, Anne S. "The Role of a Rural Teacher Center in Developing and Delivering Inservice Education Programs." *The Developer*. Oxford, Ohio: National Staff Development Council, March 1979.

Watts, Heidi. *A Baker's Dozen: 13 Examples of Change in Classrooms as a Result of Teacher Center Activity in Vermont*. Montpelier: Adult Education Services, Department of Education, September 1979.

DISTRICT M TEACHER CENTER

PO Box 5886
Radford University Station
Radford, Virginia 24142

(703) 639-9346

Director: Jon H. Dodds

Hours: Monday through Friday, 8:30–4:30. Open all year.

Program: We are a facilitating service designed to bring to bear the existing resources of our region upon the needs of teachers as they strive to help children. The human resources include teachers, supervisors, university personnel, staff of the Virginia Department of Education, and community members. We also call upon the physical resources of each institution that works with us. Needs to be served fall generally within curriculum development and staff development, but are expected to shift in content as we continuously reassess. We sponsor workshops, sharing sessions, conferences, and individual consultations. In some cases these are located centrally within District M, but in most cases they are held in school buildings throughout the area. Most of our work so far has touched upon one of four themes: classroom discipline, individualizing instruction, locating free materials, and activities for teaching gifted children.

We are exploring the possibility of getting a Teaching Materials Examination Center located in our end of the state.

Needs Assessment: We distributed a questionnaire in spring 1979 to assess both inservice needs and available human resources. Since then we have been refining our perception of those needs through individual contacts. Teachers, principals, and instructional supervisors have been our primary expressers of need.

Evaluation: Group sessions usually end with participants leaving us an evaluation card. One member of our staff attends each session and writes a descriptive evaluation. We also rely on written comments by the presenters or facilitators after their follow-up sessions.

Resources: We supply raw materials for some workshops such as triwall because no other organization around here has it. We have started a file of teacher-developed modules for home economics courses. Physical facilities are borrowed from universities and schools *ad hoc*. We have a human resource file of consultants. Professional literature is loaned through the mail, on request.

Staff: Jon H. Dodds, director; Yvonne V. Hylton, assistant director; Olga V. Yerrick, office manager.

Setting: Our office is in the basement of McConnell Library on the Radford University Campus. We share an office suite with the District M UniServ Unit, which is our professional organization for teachers in this area. Radford is located near Interstate 81 in southwestern Virginia.

Participation: The center serves six rural counties and two small cities surrounding Radford, Virginia. Our meetings have served primarily teachers who participate on volunteer time, with an occasional university faculty member or school supervisor showing up. Curriculum development sessions get more participation from supervisors. Teachers in the more distant counties tend to join in most frequently when we locate a session in their area. Elementary and middle school teachers are somewhat ahead of secondary teachers in overall attendance figures. Occasionally we receive release time for specific teachers for specific purposes.

Fees and Credit: No charge to teachers for participation. Recertification credit is attached to some workshops, through the cooperation of the eight superintendents.

Affiliation and Support: We are currently funded by a USOE Teacher Centers Program grant, for which the fiscal agent is Radford City School District. Although we share office space with the UniServ Unit in a Radford University building, our formal links with these two organizations are strictly through their participation on our policy board. We receive a lot of non-financial support from Radford University, Virginia Polytechnic Institute and State University, Virginia Department of Education, and the UniServ Unit.

Decision Making: The policy board hired the director and assistant director. Policy board sets policy in all areas except financial documentation, which is the prerogative of our fiscal agent. The director makes proposals to the policy board at bimonthly meetings and receives suggestions at any time. The director hires consultants and makes program decisions within the guidelines of policy board opinion.

Origin: The policy board began meeting to plan a grant proposal to USOE in February 1978. The UniServ director, Richard Rardin, was a key figure in getting it going. He had considerable help from the Virginia Education Association, the universities, and the Virginia Department of Education.

Information: We send out monthly newsletters and frequent fliers. A student produced for a radio show a cassette tape that describes our center in the words of the staff and some of the teachers.

PALOUSE CONSORTIUM TEACHER CENTER

Old National Bank Building
Colfax, Washington 99111

(509) 397-4634

Director: Lisa Veium-Hansen

Hours: Monday through Friday, 8–4.

Program: Palouse Consortium Teacher Center provides programs to meet four critical needs identified by a systematically conducted assessment: (1) motivation techniques applicable to all students; (2) alternatives for teaching the gifted; (3) alternatives for teaching slow learners; (4) methods of producing teacher-prepared materials to meet individual student needs in the classroom. Workshops are offered on topics such as visual arts, stress, classroom management, special education, learning centers, and Chisanbop. Center staff are also available to work with teachers in their classroom on request.

Needs Assessment: Three strands of information are used to assess needs: (1) statewide fourth-grade tests; (2) interviews with a sampling of teachers; (3) survey of all consortium teachers.

Evaluation: The center will be evaluated through two parallel processes: (1) an ongoing internal evaluation conducted by the executive council of the policy board; (2) a third-party evaluation of center plans, activities, and outcomes conducted by the Audit and Evaluation Program of the Northwest Regional Educational Laboratory.

Resources: File of community people available for workshops, as well as a list of materials available in the center; list of resources available to teachers through nearby universities; texts, games, and materials from publishers.

Staff: Lisa Veium-Hansen, coordinator; Joyce Williams, secretary.

Setting: Palouse Consortium Teacher Center has 11 sites with the central office housed in 570 square feet of space above a bank on Main Street in Colfax. Each of the ten consortium districts provides space for meetings and classes and to display materials and announcements. The Palouse is an area of steep, rolling hills in southeast Washington. Colfax is at the geographic center, easily accessible to the consortium districts.

Participation: The program is available to certified personnel from ten school districts in Whitman County. Present policy is to make initial programs and services available to all certified personnel within the district. Classroom teachers serving on the policy board attend board meetings one-half day per month.

Fees and Credit: Minimal fees will be charged for materials in some workshops. Credit is available through several state and private universities.

Affiliation: Educational Service District 101 is fiscal agent for the ten school districts and one private school in the consortium: Colfax, Steptoe, Rosalia, LaCrosse, St. John, Endicott, Colton, Oakesdale, Tekoa, Garfield, and Guardian Angel-St. Boniface, a private school in Colton.

Support: Funded by a grant from USOE Teacher Centers Program and donations from Educational Service District 101, the state superintendent of public instruction, and the consortium districts.

Decision Making: The policy board, made up of nine teachers, one non-public school representative, six school board representatives, one university representative, and the center director, is responsible for all program, policy, and personnel matters.

Origin: After a year's formal planning funded by a USOE planning grant, Palouse Consortium Teacher Center officially opened its doors on November 1, 1979. This opening was the culmination of 18 months of work by a group of teachers interested in developing a quality inservice program for our rural area. The center has been and will continue to be a grassroots effort by and for the rural Whitman County certified staff.

Information: "Get the Point," a newsletter.

Described in Fielding, Glen D., and Hersh, Richard H. *Discovering Teachers' Centers: The Northwest Passage*. Eugene, Oregon: BEST Center, 1979.

COWLITZ TEACHER CENTER

Coweeman Junior High School
2000 Allen Street
Kelso, Washington 98626

(206) 577-4259 (office);
577-2435 (messages)

Director: Joan LeMieux

Hours: Monday through Thursday, 11–6; Friday and Saturday by appointment. Open for extended hours during the summer.

Program: The center provides for professional growth and self-directed inservice needs of teachers in Cowlitz County. During the development year, the Cowlitz Teacher Center is becoming a place where teachers can share ideas and problems with co-workers and center staff. Workshops such as "stack the deck" (six-hour seminar on teaching students how to write clear and logical prose), learning centers—make-it-take-it workshops, and parent-teacher conferences are offered in four target areas—gifted education, discipline techniques, language arts, and learning centers.

The center will sponsor a teacher to observe other teachers in order to enrich learning in a particular area. Substitutes are provided by the center to free teachers to work on curriculum in one of the four target areas. A teacher resource bank is being developed.

Needs Assessment: Needs assessment questionnaire is sent to all teachers.

Evaluation: Forms are given to participants after each workshop, observation day, or inservice activity. Internal evaluation is conducted by the evaluation task force, made up of three members of the policy board. External evaluation is contracted through Northwest Regional Educational Laboratory.

Resources: Two portable classrooms with limited workshop space. Professional library is being developed. Surplus junk from industries for make-and-take; supplies such as twine, rubber cement, poster board; laminator, videotape machines.

Staff: Joan LeMieux, director; Gloria Leitz, secretary; Vicki Jordon, communications technician; classroom teachers and community members hired on "as-needed, by topic" basis for workshops.

Setting: The center is housed in two portables at Coweeman Junior High School, inside the Kelso city limits. Kelso is at the geographic center of Cowlitz County in northeastern Washington.

Participation: K-6 teachers from Longview and Kelso participate with a combined total of 205 days of release time provided. Secondary language arts teachers and parents occasionally use the center.

Fees and Credit: Some workshops have a $2 registration fee. College credit is arranged with local universities on a ten-hour-per-credit basis.

Affiliation: Kelso School District working cooperatively with all school districts in Cowlitz County.

Support: USOE Teacher Centers Program grant; district in-kind contributions; volunteer teacher time, and materials donated from industry.

Decision Making: The policy board consists of four Kelso teachers, four Longview teachers, one private school teacher, two administrators from Kelso, and two from Longview.

Origin: Two teachers from Kelso and Longview wrote the initial proposal to the USOE Teacher Centers Program. The proposal was one of 11 supported and encouraged by the Washington Education Association. The center received a planning grant in September 1978 and formally opened September 1979.

Information: Newsletter; fliers.

Described in Fielding, Glen D., and Hersh, Richard H. *Discovering Teachers' Centers: The Northwest Passage*. Eugene, Oregon: BEST Center, 1979.

SEATTLE CHILD CARE
RESOURCE CENTER
Portable C Room 111
Seattle Central Community College
1701 Broadway
Seattle, Washington 98122

(206) 587-4149

Mailing Address:
Seattle Central Community College
PC303
1701 Broadway
Seattle, Washington 98122

Director: Jeannette Monigold

Hours: Tuesday, 9–5 and 6:30–8:30; Wednesday, 9–5; Thursday, 1–5 and 6:30–8:30; Friday, 9–1; first and third Saturday, 10–2. Open during the summer (participants should call for hours).

Program: The Seattle Child Care Resource Center is a place where people involved with or for children (teachers, parents, child care workers) can come for resources, curriculum ideas, printed materials, recyclables, training, consultation, a sense of community, and relaxation. In addition to shelves where curriculum games and materials made from recycled materials are displayed, participants have access to lesson plans and instructions for making and using the curriculum materials. Workshops in making classroom materials and why they're used in the classroom are given at least once a week at the center. Workshop topics are decided by staff members based on request from center users, areas in the standard curriculum where training is needed, topics suggested by day care licensing personnel, and the popularity of past workshops (e.g., puzzlemaking, a popular workshop, is repeated every month). Center staff and community resource people present the workshops.

As part of a Title XX contract, the center provides in-depth training for eight months to one child care worker from each of nine local day care centers (three from infant/toddler centers, three from preschool centers, and three from after-school centers) and to six family day care workers. The training includes visits to the centers involved, workshops, development of training kits in three curriculum areas chosen each year, and a monthly lecture/discussion series where the public is invited to hear speakers on current topics of child care and parenting.

The resource center is also a meeting ground for community groups concerned with children, providing meeting space and networking among the groups.

Needs Assessment: Needs assessment is basically informal, with teachers determining their own needs. Meeting with staff members also helps pinpoint needs of participants. Participants in training under the Title XX contract are asked to fill out needs assessment forms and are observed in their center or homes to determine needs.

Resources: Recycle room with scrounged materials from the community; workroom with paints, glues, construction paper; tool room with scroll saws, drills, and other hand tools that can be used after orientation; laminating/drymount press. Library with current periodicals, newsletters, and books; meeting room available to all child care/child-related groups in the area; free picture file. Job bank for people in child care and child-related fields; heritage boxes containing materials from various cultures available for checkout; substitute list for day care centers.

Staff: Jeannette Monigold, full-time director; Mary Jeanne Linford, full-time training coordinator; Barbara Chattin-McNichols, full-time curriculum coordinator; volunteers from the community.

Setting: The resource center occupies the north half of a portable building at Seattle Central Community College on the #7 bus route on Capitol Hill. Centrally located, the center is accessible to most areas of the city.

Participation: Most participants are Seattle/King County area child care teachers and aides working with children, ages birth to five, from public and private day care centers and family day care homes. School-age child care teachers, parents, administrators, community members, early childhood education instructors and students, and child advocacy groups also use the center.

Fees and Credit: No fees for workshops; materials sold at cost. Credit in early childhood education for attending ten workshops available through Seattle Central Community College. $9.60 per credit and one-time $5 fee if participant hasn't attended Community College before.

Affiliation: Seattle Central Community College and Washington Department of Social and Health Vendor Training Program.

Support: Building space, utilities, printing, and some financial support are in-kind contributions from Seattle Central Community College for the center's Title XX grant (federal Social Security Act). Title XX monies provided through the Washington State Department of Social and Health Services for the inservice training program provide the center director and training coordinator salaries, supplies and paper, telephone, and consultant fees. The curriculum coordinator is funded by CETA. Materials come from donations from the community and a network of volunteers.

Decision Making: Board of directors is comprised of community college people, college advisors, and child care workers. Programming decisions are usually made by the board of directors and community college administration. Health/Human Services Division of Seattle Central Community College is responsible for staff and operation of center.

Origin: The resource center was created out of the need for the Title I Child Care Inservice Training Project, housed at Seattle Central Community College, to provide basic materials for child care centers in the area. The center officially opened November 1, 1976 and was funded by Title I for two years. When Title I monies ran out in August 1978, the center obtained Title XX Child Care Vendor Training funding for inservice training as well as to keep the resource center open.

Information: Four-page brochure giving general information about the center; tour guide in game format giving nitty-gritty information for people using the center; joint newsletter that comes out four times a year with eight other organizations; quarterly workshop schedule/poster.

SPOKANE TEACHER CENTER

Mailing Address:
East 4714 8th Avenue
Spokane, Washington 99206

West 1706 7th Avenue
Spokane, Washington 99204

(509) 455-3703

Director: Larry D. Skillestad

Hours: Monday through Friday, 9–5; other hours by request and for scheduled programs.

Program: Teachers feel the need to have more influence on their own professional development. They feel the need to plan, develop, and implement programs to meet their perceived needs. The programs at the teacher center are developed through six subsystem committees whose members come from all areas and levels of our educational community.

The center is a place for teachers to drop in and share ideas informally or on a formal basis. A curriculum library is available for independent study. Arrangements and facilities can be provided for study groups on specific topics. Drop-ins are encouraged to use the idea exchange file and the work area and supplies to develop learning centers, bulletin boards, and other learning activities.

Workshops and seminars are planned to make use of local resource people as consultants whenever possible, as they are more accessible for follow-up sessions. Workshops and seminars can be scheduled for evenings and weekends, as well as during the regular school day with release time available.

Needs Assessment: Needs assessment questionnaires are being developed. The center believes that no single instrument is sufficient and as staff becomes available, personal interviews will determine specific needs more accurately.

Evaluation: Program evaluation forms are being developed.

Resources: Curriculum resource library; displays of curriculum materials; workroom with small power tools and hand tools; recycling center; store to purchase paper and related materials; lounge; a small meeting room; an auditorium seating 150 people.

Staff: Larry D. Skillestad, coordinator; Patricia Koentopp, secretary; consultant who works directly with the program operations of the center, and is a specialist not only in the subject content area, but also in techniques of how content can be taught.

Setting: Located in west central Spokane, the center occupies the multipurpose building of a former elementary school. It contains a gymnasium (40′ X 75′), a small meeting room (18′ X 20′), a kitchen converted into a workroom (20′ X 32′), one small office, two storage rooms, and a locker room.

Participation: Participants include public and non-public school educators within the boundaries of Spokane School District No. 81. Teachers attend on volunteer and release time. Release time for teachers' work on the six subsystem committees is provided through the center, and will also be available for participants.

Fees and Credit: Materials for construction are available at cost. No membership fees. Some workshops are available for credit at the option of the participants, who pay the cost of credits.

Affiliation: Spokane School District No. 81.

Support: Funded by USOE Teacher Centers Program. Spokane School District No. 81 contributed substantially in the start-up costs by renovating the site. Support also comes from a large number of teachers volunteering their time and talents. The Spokane Education Association and the Spokane Catholic Diocese have also offered support.

Decision Making: The policy board is made up of 11 teachers appointed by the Spokane Education Association (four elementary, two junior high, two senior high, one special education, one vocational education, and one educational staff associate—counselors, speech therapists); one representative from non-public schools; six building administrators from elementary, junior high, and senior high levels appointed by District No. 81 administration; three representatives from central administration; and one representative from Washington State University. Programming decisions are made by the policy board with recommendations from staff and committee chairpersons. The policy board develops job descriptions and qualifications for center staff and is responsible for announcing positions, interviewing, and making final recommendations to the school district board of directors. The center coordinator is supervised by the policy board and supervises other center staff.

Origin: The impetus for developing a teacher center came from teachers, primarily those who devoted many volunteer hours in Spokane Education Association activities in Instruction and Professional Development. Several teachers monitored the development of the USOE teacher center legislation through their work with the national, state, and local associations. The single most important event that stimulated the development of our teacher center proposal was the NEA-sponsored northwest regional conference "Teachers at the Center" held in Portland, Oregon, in January 1978. After the conference the delegation of teachers, through the Spokane Education Association, submitted a request to Spokane School District No. 81 to formulate a policy board to draft a teacher center proposal for funding. The proposal was developed with help from the district administration and Washington State University education faculty. The center opened in 1979–80.

Information: Newsletter; fliers about center activities.

Described in Fielding, Glen D., and Hersh, Richard H. *Discovering Teachers' Centers: The Northwest Passage*. Eugene, Oregon: BEST Center, 1979.

TEACHER PLACE

380 North Pine Street
Burlington, Wisconsin 53105

(414) 763-3946

Director: Judith Schulz

Hours: Tuesday and Wednesday, 12–9; Saturday, 10–4; other hours by arrangement. Open during the summer.

Program: Teacher Place provides a place and staff to support adults who work with children. A large, informal work space with teacher-made samples and tools is available for drop-in use. Participants can browse, collect and share ideas, and use materials. Workshops are offered on topics such as bookbinding, the money market, creative thinking skills, building with triwall, careers, relaxation therapy for the classroom, and ideas exchange. The workshops are presented by teachers who volunteer their time. Special inservice workshops are given in the center or in schools on request by the school district. Topics include developing individualized classroom materials, storage and display, and language development activities.

Each year Teacher Place conducts a Learning Fun Fest, a fair where children, Scout troops and leaders, teachers, and parents learn from each other in activity booths (e.g., making a geometric construction, making a weighted jump rope from recycled materials, computer strategy games, sculpture). Teacher Place also sponsors booths and displays at fairs and conventions, such as the statewide Wisconsin Teachers' Convention.

Needs Assessment: Needs are assessed informally by staff talking with teachers and listening to their concerns. Inservice groups are asked to complete a questionnaire prior to the workshops to help plan the sessions. Workshop evaluation forms also ask participants which hours are best for drop-in use; other workshops they would like; comments about the center.

Evaluation: Participants are asked to complete a short form after a workshop. Recently they have been asked to evaluate their experience on a blank sheet of paper, which so far has produced more thought on the part of participants.

Resources: Informal work space with tables, chairs, hand and electric tools, sawhorses, paint, papers, templates, letter sets, printer-stamper sets, T-squares. Recycle materials from individuals, factories, and businesses. Picture file, teaching ideas from books, teacher-made samples, magazines, idea file, and student samples to plagiarize creatively. Small area of new books for purchase. Laminator, mimeo, ditto, thermofax, and copy machines. A comfortable area to relax with coffee, soda, or juice.

Staff: Judith Schulz, director; teachers volunteer a few hours each month to give tours, laminate, and talk with visitors; one CETA clerk-typist/receptionist; three part-time students through Youth Employment Program.

Setting: One "L" shaped room of 2000 square feet overlooking a small park, Teacher Place is on the second floor of an old building above a corner bookstore. Located in downtown Burlington, a small town in the center of southeastern Wisconsin easily accessible from a number of highways, the center serves Milwaukee, Racine, Kenosha, Lake Geneva, and part of northern Illinois.

Participation: Primarily teachers, but Teacher Place also serves any adult who works with children—parents, Scout and youth leaders, librarians, camp directors. Children can use the center during scheduled events, such as adult-child day, or a workshop such as kite-making that invites children and adults. Several districts or agencies have released individuals to come to the center during work time. Some districts have professional days on which teachers can choose to work in the center. Inservice days or half-days are being held increasingly at the center with 3–35 teachers attending.

Fees and Credit: Center use is free for individuals; groups are charged a fee. Optional memberships: individuals, $20 per year; families, $25; senior citizens and college students, $10. Members receive a discount for workshops and sometimes can attend free. Individuals who drop in are given a free orientation/welcome; groups are asked for $1 donation per person ($10 minimum). Workshop fees are 50¢–$5 or more based on length of workshop and supplies needed. There is a charge for most consumable supplies, but many are free when used at the center. Grocery bagful of recycle materials available for $2.50. One- to three-credit workshop option (undergraduate or graduate) arranged through University of Wisconsin—Whitewater.

Affiliation: Independent.

Support: Memberships; lamination sales; workshop fees; sale of books; sale of supplies; donations of goods, services, and some money; recycling glass; grants. Professional staff nearly 100% volunteer; director is volunteer some months, and paid others (when there is money).

Decision Making: A board of 11 elected members (60% teachers, 20% parents, 20% community members) of Teacher Place meets monthly to make financial, programming, and personnel decisions. A 15-member advisory board (community, business, school board, university) meets with the member board or with committees about four times a year.

Origin: Judith Schulz, a former art teacher in Burlington, Rae Immenschuh, and other teachers, after driving three hours round trip to teachers' centers in Chicago, felt the need for a local place where they could share skills and ideas. The group got together in spring 1975, and after a year of preliminary work, began sharing ideas and giving workshops at the local teachers' association. Teacher Place opened in November 1976 after moving to the rented space above the bookstore.

Information: For $1 per year anyone can receive our regular fliers and calendars.

"Commonality and Diversity in Four Teachers' Centers—Conversation at Chautauqua." Occasional Paper No. 3. San Francisco: Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, July 1978. Conversation with Judith Schulz and others.

TEACHER CENTER FOR HANDICAPPED CHILDREN

124 East Main Street
Gillett, Wisconsin 54124

(414) 855-6124

Director: Frank Kazmierczak

Hours: Monday through Friday, 8–4:30; evenings and Saturday by appointment.

Program: The teacher center is designed to assist teachers of children with exceptional educational needs, including those teachers contemplating mainstreaming, to develop and use individualized programs of instruction. Activities include workshops and inservice programs such as Child Abuse/Neglect, Blended Families, and Bridge to Nature (a project to facilitate outdoor recreation and environmental appreciation for handicapped children) held at the center or at schools; matches of local teachers and consultants they request; and other activities asked for by teachers and approved by the Center Policies and Practices Council (CPPC).

Needs Assessment: Teachers are surveyed via the monthly newsletter. The director and CPPC are open to suggestions and ideas presented in informal comments, phone calls, notes, or in formal written requests.

Evaluation: Center evaluation is based on logs of usage, services rendered, and reported outcomes. Impact on individualization of instruction will be determined by (1) reports from participants on use in their classrooms of activities and techniques learned in center programs; (2) focused interviews by an outside evaluator; (3) classroom visits to observe student learning activities.

Resources: Space and equipment for making all kinds of learning activities, materials, and media. Arrangements are also made for participants to use the Cooperative Educational Service Agency #3 Rural Learning Resource Center, which loans out commercial special education materials.

Staff: Frank Kazmierczak, director; Sharon Quade, media production aide; Barbara Behl, volunteer resources specialist; Edith Townsend, human growth and development specialist.

Setting: An unused store located on Main Street in Gillett, Wisconsin, 38 miles northwest of Green Bay. The center serves the entire rural area of northeastern Wisconsin.

Participation: Any public or non-public teacher who has students with exceptional educational needs in the Cooperative Educational Service Agency #3 area (21 school districts). Some other teachers participate on volunteer time. Stipends are offered to many public school participants in the CESA #3 area. The center will provide for substitutes, but release time policies are determined by each of the school districts.

Fees and Credit:	Free. Inservice credit given by districts for many center programs.
Affiliation:	Cooperative Educational Service Agency #3, a consortium of 21 school districts.
Support:	ESEA Title IV-C.
Decision Making:	Center Policies and Practices Council of 12 members, representing teachers, CESA #3, University of Wisconsin-Green Bay, administrators, and parents. A majority, seven, are teachers. The center staff is employed by CESA #3 and subject to its policies and practices, in addition to those developed by the CPPC.
Origin:	Warren Schollaert, former director, had directed a three-year ESEA Title III project which conducted workshops and operated a mini-center for teachers to develop and construct classroom learning centers. Teachers interested in continuing these kinds of activities led Warren and CESA #3 to develop and submit a proposal for funds available for special education through ESEA IV-C. The center opened in July 1977.
Information:	Brochures; monthly newsletters.

EDIMPRO TEACHER CENTER

Teacher Center —
Library Learning Center
University of Wisconsin — Green Bay
Green Bay, Wisconsin 54302

(414) 465-2775

Director: James R. Anderson

Hours: Monday through Thursday, 8–8; Friday, 8–5; Saturday, 9–6; Sunday, 1–8.

Program: EDIMPRO's aim is to individualize inservice programs available to each teacher to fulfill the 22.5 hours of inservice required each year. Based on teachers' requests and suggestions, the center arranges after-school, evening, Saturday, and "convention day" (state inservice day) workshops taught by teachers, community members, and outside consultants. Topics include human relations through personal success, aggression in children and youth, sign language, using the newspaper to teach secondary language arts, and using the wildlife sanctuary on an educational field trip. Teachers may apply for inservice credits for any workshop, seminar, clinic, or individual project they wish to participate in provided the activity is approved by EDIMPRO and takes place outside the regular work day. Plans are being made to provide inservice programs during teachers' work day that do not fulfill the inservice requirement.

Needs Assessment: A yearly needs assessment questionnaire asks participants to pick their first six choices from a list of general interdisciplinary topics and their first three choices from a list of individual subject-area topics generated by the inservice counsel; it also asks for suggestions for programs not listed.

Evaluation: Participants are asked to fill out a program evaluation form that asks them to check their degree of agreement with statements made about the program (e.g., "the program met my needs . . ."). The form also asks for a brief description of strengths and weaknesses of the program and for any changes participants would suggest.

Resources: Professional library, curriculum materials, displays of student work, teacher-made and commerical materials, duplicating facility, classroom supplies, plus access to all of the services and resources of a university library.

Staff: James R. Anderson, director; Sally Malcore and Judy Dwyer, secretaries.

Setting: The center is located on the plaza level of the Library Learning Center at the University of Wisconsin-Green Bay. The facility consists of a large library area, teacher conference room, teacher workroom, and two offices. Green Bay is a city in northeast Wisconsin located on the tip of Green Bay off of Lake Michigan.

Participants: K-12 teachers and support personnel participate on volunteer time. Parents, university students, community members, and other interested educators are invited to participate, but Green Bay teachers have first choice if it is necessary to limit the number of participants in a workshop.

Fees and Credit: Most programs available without charge. Inservice credit.

Affiliation: Green Bay Public Schools and University of Wisconsin-Green Bay.

Support: Green Bay Public Schools provide the funding. University of Wisconsin-Green Bay supplies the physical facility.

Decision Making: Teacher center policy board composed of eight teachers and five administrators. The board serves as a recommending body; final decisions about programs are made by a team of district managers.

Origin: Green Bay's educational advisory council formulated the original program and goals of EDIMPRO in 1975. It began with a part-time director and no facility. In 1976 the policy board was created, a center was started in a local school room, and EDIMPRO became part of the negotiated contract. A full-time director was hired in 1977, and the center moved to its present location.

Information: Course announcements and policy information.

THE MADISON EXCHANGE

545 West Dayton Street
Madison, Wisconsin 53703

(608) 266-6181

Director: Tom Swenson

Hours: Monday through Friday, 7:45 am to 9 pm.

Program: Based on the assumption that everyone has an idea to exchange, an idea that can help someone else, the Madison Exchange exists to facilitate the continuing professional growth of teachers and administrators employed by the Madison Metropolitan School District. The Exchange provides a place for teachers and administrators to learn and help others to learn; acts as a clearinghouse for educational information; and organizes professional growth activities and groups according to local needs and interests.

The Exchange is a facility—a large, carpeted, open-space area. The Exchange is services and materials—a professional library, preview collection of print and non-print instructional materials, local resource files, plus support staff to assist in locating and using these materials. The Exchange is activities—displays, sharing sessions, conversations, speakers, workshops, seminars, and courses such as teaching gifted and talented students, communication in the classroom, and storytelling. And most importantly, the Exchange is people—Madison educators learning, innovating, teaching, exploring together. Participation in any of the Exchange's services and activities is always voluntary.

Needs Assessment: The Exchange does not use a formal needs assessment process. Exchange staff rely on individual requests received from teachers and administrators and use those requests as the basis for activities.

Evaluation: Each inservice activity organized by the Exchange is evaluated by each of the participants on the following items: "did you learn anything worthwhile at this session? . . . do you expect to apply anything from this session to your own professional/personal situation? . . . would you encourage the Exchange to re-offer this session at a later date? . . . what, if any, suggestions do you have for additional sessions?. . . ."

Resources: Meeting areas, individual work stations, audiovisual previewing areas and equipment. Professional books and journals, instructional materials (print and non-print), local resources file.

Staff: Tom Swenson, Exchange coordinator; Maryfaith Fox, education reference librarian; Ron Goral, instructional materials librarian.

Setting: The Exchange occupies a portion of the district's administration building, which is centrally located within the city of Madison.

Participation: Teachers (mostly elementary) from Madison Metropolitan School District participate in inservice activities. Teachers and administrators equally use the professional library; the instructional materials library is used mostly by teachers, but also by curriculum coordinators and principals. Parents, private school teachers, and teachers from neighboring districts occasionally use the Exchange.

The Exchange is used frequently by teachers working on release-time projects during the school year and extended employment projects during the summer. Most of the budget money to support these activities is controlled by the district's instructional directors, but the Exchange also has $5000 for these purposes.

Fees and Credit: All inservice sessions carry local salary schedule credits. Participants in these sessions pay a fee of 75^{c} per hour. Inservice instructors are paid at the rate of $10 per hour. Occasionally, arrangements are made with local universities for Exchange inservice courses to carry graduate credit.

Affiliation and Support: The Exchange is funded and operated by the Madison Metropolitan School District.

Decision Making: Staff make programming decisions, supervised by the district assistant superintendent.

Origin: The Madison Exchange originated during the 1972–73 school year, largely through the initiative of a joint planning committee of local teachers and administrators. The committee recognized that if children were to continue receiving the best available opportunities to grow and learn, teachers and administrators also must continue to grow and learn. The planning group also acknowledged the fact that one of the best sources of help for teachers is other teachers. Yet, in a school district such as Madison with 44 different schools, teachers seldom were able to learn about practices being used by teachers in other buildings. Thus, the Exchange was created to encourage and facilitate local professional growth, particularly through local teachers sharing their classroom ideas.

Information: A written description of the Exchange's purposes and program and a publicity booklet describing its inservice activities are available on request.

THE TEACHERS' WORKSHOP

Emerson School
2421 East Johnson Street
Madison, Wisconsin 53704

(608) 241-3585

Director: Cathy Caro-Bruce

Hours: Monday 1–5; Tuesday and Thursday, 2–6; Wednesday, 2–9; first and second Saturday of each month, 9–12.

Program: The Teachers' Workshop is a unique resource center and learning exchange for Madison area teachers and community members. Workshops, demonstrations, sharing sessions, courses, and discussions are offered each month. Topics such as storytelling, making a solar cooker, photography for preschoolers, advanced first aid, evaluating the classroom environment, building a terrarium, and optics are selected from suggestions made by teachers and community members who request or offer courses.

Staff provide on-site consultation on request in areas such as classroom environment, curriculum planning, math, and problem solving. Staff help teachers identify their own needs, offer technical assistance, and work cooperatively with teachers to help them meet their needs.

The recycling center offers a room full of discards and by-products from local businesses and industries that teachers can use for developing learning resources. The center has a distinctive exchange system. Users may pay for materials, donate an equivalent amount of recycled goods, volunteer time, or create a display. This system provides flexibility for users, a changing source of materials, and a rich supply of teaching ideas.

The Educational Fair, sponsored for two days each spring, displays successful learning activities developed by preschool through middle-school teachers. Demonstrations of activities for children, as well as presentations of special projects, are scheduled. These activities are collected and distributed at the fair and are compiled into the *Educational Fair Book*, which covers all curriculum areas and can be used throughout the year.

Needs Assessment: Twice a year the center sends out a random sample evaluation/needs assessment form asking participants how they have used the center, and requesting suggestions for workshop topics and times, staff inservice, recycling, books and materials for the Workshop, consultation, drop-in use, the Educational Fair, and publications from the Workshop.

Evaluation: Course evaluations are filled out by both participants and consultants upon completion of the sessions. Follow-up evaluations are sent out two to three months later to determine the effectiveness of the experience.

Resources: Recycle center. Books, posters, and periodicals. Workspace with resource books, patterns, samples for making games, printing sets, optical instruments, flash cards, mobiles, tools, and supplies such as tagboard, markers, and glue. A small store includes varied and inexpensive materials such as wooden marker pieces, stickers, padding compound, slide mounts, beads, plaster mask-making materials. Laminator, punching and binding machine, drymount press, ditto machine, copy machine. Power tools, hand tools, hardware, and triwall. Pictures, patterns, and samples.

Staff: Cathy Caro-Bruce and Jeanne Vergeront plan program, organize monthly workshop sessions, write newsletter, coordinate membership, consult with teachers, conduct workshops. Heidi Gill, recycling coordinator, arranges pick-ups, organizes recycling room, develops educational materials from recycled goods, coordinates recycling network.

Setting: Located in three classrooms in Emerson School, an older elementary school on the near east side of Madison.

Participation: Teachers (K-12) and administrators from the Madison Metropolitan School District participate on volunteer time. Preschool, private, and parochial (K-12) teachers and administrators from the Madison area and surrounding communities also participate; parents and community are welcome.

Fees and Credit: No required membership fees for Madison district teachers. $1 per hour course fee; $2 for non-members. Professional advancement credit available to Madison Metropolitan School District teachers. For groups and individuals not employed by the Madison Metropolitan School District, memberships of $15 per year for individuals; $10 per year per person if the entire staff of a school building joins; $7.50 per year per person if entire staff of a school district joins; and $35 per year for day care centers or preschools. Membership entitles holder to use the recycling center, receive free consultation, use the library and poster loan, receive free monthly newsletter and *Tapestry*, admission to the Educational Fair at a discount, participation in scheduled programs at a special rate.

Affiliation and Support: Madison Metropolitan School District.

Decision Making: Teachers, other educators, and community members serve as an advisory group. Most planning and decision making done by staff. Staff are hired by the Employees Services Division of the Madison Metropolitan School District and supervised by the inservice coordinator.

Origin: Cathy Caro-Bruce, assisted by another teacher and Tom Swenson from the Madison Exchange (Madison schools inservice program), initiated the center in 1976 with ESEA Title IV-C money. After three years of federal funding, the school district began supporting the program.

Information: Slide presentation; monthly newsletter containing schedule of the Workshop's program, along with notices of courses and events for people who work with children and an exchange of ideas and information; *The Educational Fair Book; Tapestry*, published twice a year, is a journal written by and for teachers that provides a forum for teachers to explore ideas, express opinions on current issues, and share learning experiences.

TEACHER CREATIVITY CENTER

Milwaukee Board of Jewish Education
4650 North Port Washington Road
Milwaukee, Wisconsin 53212

(414) 962-8860

Director:	Elaine Sanderson
Hours:	Monday, 10-4; Wednesday, 12-3:30; Thursday, 10-3. Open during the summer by appointment.
Program:	The Teacher Creativity Center is a place for teachers involved in all Jewish schools in the Milwaukee area to come together for brainstorming and creating curriculum materials that go beyond the regular course of study. The center offers individualized assistance in creating materials and schedules special workshops in various areas of the Jewish school curriculum. The center has sponsored workshops for the Jewish holidays and designed curriculum for content areas, classroom management, and meeting specific requests of teachers.
Needs Assessment and Evaluation:	Needs assessment/evaluation forms are given to participants at the center, asking them what the center can provide that it doesn't, experiences and programs they would rather have, and so forth.
Resources:	Display of prototype materials; library of applicable models for general education and various learning centers; tools, equipment, and scrounge materials for creating games and learning centers.
Staff:	Elaine Sanderson, director; Joan Philosophos, Alice Jacobson, co-administrators; Nina Taus, Ardis Zarem, help produce materials and organize program. All are part-time.
Setting:	The center is located at the Jewish Education and Culture Campus which houses the offices of the Milwaukee Board of Jewish Education, the Jewish community day school, supplementary high school, and an extensive instructional media center.
Participation:	Primarily, preschool through secondary teachers from all Jewish schools in the Milwaukee area attend on volunteer time. Occasionally, teachers from the public schools. Children also design learning modules or make books.
Fees and Credit:	Use of the center is free. Users and/or schools pay for consumable supplies. Professional growth credit is available.
Affiliation:	Milwaukee Board of Jewish Education.
Support:	Milwaukee Board of Jewish Education and the Milwaukee Jewish Federation provide space. The operating budget is provided under a special grant from the Milwaukee Section of the National Council of Jewish Women and an allocation from the Milwaukee Board of Jewish Education.

Decision Making: All staff are involved in the decision-making process in weekly meetings held each Monday.

Origin: During the 1975–76 school year, the center was organized and staffed on a volunteer basis. Subsequently, a proposal was made to the National Council of Jewish Women that the center be funded as a special project of the Milwaukee Section. In fall 1976, the center opened on a permanent basis as part of the services of the Milwaukee Board of Jewish Education. In September 1977, the center was reorganized as a unit of the Instructional Media Resource Center, with the current administrative structure.

Information: *A Sense of Oneness*, a handbook for teaching Jewish community. "The Centers Star," a quarterly publication containing items of interest to teachers. Idea books for each workshop. Workshop bulletins.

GREAT RIVERS TEACHER CENTER

La Crosse Site:
Hintgen Elementary School
3505 South 28th
La Crosse, Wisconsin 54601

(608) 788-1238

Sparta Site:
Route 5, Box 342
Sparta, Wisconsin 54656

(608) 269-8131

Director: Virginia Bell

Hours: Sparta: Monday, 8:30–8; Tuesday, 8:30–5:30; Wednesday and Thursday, 8:30–6; Friday, 8:30–4:30; first Saturday, 9–12. La Crosse: Tuesday and Wednesday, 10–6; Thursday, 12–8; first Saturday, 1–12.

Program: Programming is designed to meet the expressed needs of the 3500 preschool-12, multi-district teachers we serve. Programs are offered both at the center and at schools. In addition to providing teachers with a place to meet and exchange ideas, the center also offers continuing education, curriculum development, and guidance and access to the latest educational research and application.

An important aspect of our teacher center is that many workshops, seminars, and inservice activities are developed and presented by area educators. This is one manner in which local educators become more involved in their own professional development. The "Prepare to Share" mini-grant, Yellow Pages of Resources, and photography projects have generated much interest. Workshops have ranged from broad topics, such as assertiveness training, to those provided for specific clientele, such as nutrition for athletes. Requests for credit courses have been met, and the center has cosponsored a Glasser (discipline) session, speakers, and a sharing fair. Make-and-take sessions have resulted in an increase of drop-in participants.

Needs Assessment and Evaluation: In addition to noting needs by personal contact, the center employs a one-page "Interest Inventory." Distributed to teacher users, the inventory is a combined evaluation and needs questionnaire. Another questionnaire is distributed to area administrators. Both are simple, short-answer forms to survey professional concerns. Evaluation forms have been used at the end of each session and at the conclusion of the first year of operation.

Resources: Production rooms contain vacuform (melts plastic sheets), construction paper and supplies, laminating machine, drymounting machine, overhead projector, 16mm projector and screen, slide projector, player-tape recorder that synchronizes with slides, primary typewriter, label maker, button maker, copy machines, library, magazines and resource materials, darkroom and photographic equipment, recycling corner, textbook examination center, nutrition materials display, schoolroom greenhouse.

Staff: Virginia Bell, director; Connie Ruppenthal, staff consultant; Pat Clark, secretary (CETA). Jean Hayes, media intern four hours per week.

Setting: The Sparta site was chosen because it is central to the project; located in the former University of Wisconsin Child Care building, in the town of Sparta, population 6000. We have one floor divided into 16 rooms plus many storage areas and a kitchen. The La Crosse site is two large rooms with dividers in the modern La Crosse Elementary School. La Crosse, the largest city in the area (77,000 in the metropolitan area), is in western Wisconsin on the Mississippi River and Minnesota border.

Participation: Some 3500 teachers in six counties from a 60-mile radius are eligible to use the center. This includes public and private, preschool-12 teachers, administrators, substitutes, retired teachers, teachers of adults, counselors, principals, supervisors, curriculum specialists, media specialists, unemployed and intern teachers. Most participation is on volunteer time. For teachers participating in programming during the school day, the teacher center will pay a school district the cost of substitutes.

Fees and Credit: No cost for non-credit or inservice credit workshops. Any university-sponsored credit course is subject to the fee set by the university.

Affiliation: The Cooperative Educational Service Agency #11 is the Great Rivers Teacher Center's fiscal agent. (In Wisconsin, CESA replaces the county superintendent's office and generally serves several counties.)

Support: USOE Teacher Centers Program.

Decision Making: A 43-member policy board is made up of 35 teachers and others representing administration, day care, Viterbo College, Western Wisconsin Technical Institute, and the University of Wisconsin, La Crosse. The purpose of the policy board is to monitor the operation of the center and the availability of services. It does not dictate districtwide standards for inservice content. The policy board has provided general program guidelines within which the center director makes decisions. The CESA #11 director has assumed the responsibility for hiring center staff and has designated the supervision of center staff to the teacher center director. The executive committee of the policy board serves in a consultant capacity.

Origin: Arising from people's need and interest for a teacher center in western Wisconsin, a small group representing several levels of education began to meet in June 1976 for the purpose of establishing a center. This group turned over its leadership responsibility to the College of Education at the University of Wisconsin, La Crosse and the Cooperative Educational Service Agency. The institutions coordinated the development of the center by soliciting teacher representatives from area schools to become part of a study group. In anticipation of federal funding, a grant proposal committee, in collaboration with site, membership, facility, purposes, by-laws, and policy committees, submitted a proposal to the USOE Teacher Centers Program. Funding was approved in fall 1978. Operations were limited until the grand opening on April 2, 1979 in Sparta. The La Crosse site opened in November 1979.

Information: We have a 24-minute slide/sound production giving general teacher center concept and background information in part one; part two deals with our own Great Rivers Teacher Center.

WISCONSIN MATH TEACHERS' CENTER

c/o Phillip A. Makurat
University of Wisconsin at Whitewater
3031 Winther Building
Whitewater, Wisconsin 53190

(414) 472-1135

Director: Phillip A. Makurat

Hours: Wednesdays.

Program: In Wednesday meetings, teachers share ideas, relate math to other curriculum areas and external happenings, build topic and idea files, evaluate and improve existing math programs, and enjoy each other's company. Center participants agree that teacher behavior and classroom activities are more important than printed materials, and stress that the teacher is best equipped to make math curriculum decisions. The center describes itself as "a collection of teachers involved in an informal free exchange of experience, materials and ideas dedicated to improving classroom activities."

The center works with the Teacher Place in Burlington, Wisconsin. The center uses Teacher Place facilities, and Math Teachers' Center participants run math workshops at Teacher Place.

Resources: Teacher Place provides a meeting room, recycle materials, duplicating equipment, and storage space for the center's extensive collection of math materials.

Staff: Phillip Makurat, volunteer director.

Setting: Meets at the Teacher Place in Burlington (about 25 miles southeast of Milwaukee); or in area schools.

Participation: The group of teachers who run the center numbers about 14 (mostly grades five through nine). They reach about 50 other teachers, who join them on a regular basis. In addition, center handouts and teacher-designed games and ideas are used by a wider circle of teachers in the area who do not attend. All participation is on volunteer time.

Fees and Credit: Free. Graduate credit available through the University of Wisconsin, Whitewater.

Affiliation: Independent.

Support: A volunteer effort.

Decision Making: Participating teachers.

Origin: The center began in spring 1971 as a result of teacher requests for summer workshops and inservice classes. Participants felt they needed a "continuous activity for teacher renewal."

Information: Occasional newsletter/calendar; math handouts (games, lesson ideas).

VANCOUVER TEACHER CENTRE

123 East 6th Avenue
Vancouver, British Columbia V5T 1J6
Canada

(604) 872-2631

Director: Lloyd MacDonald

Hours: Monday through Thursday, 8:30 am–9:30 pm; Friday, 8:30–5.

Program: The purpose of the Vancouver Teacher Centre is to provide space for workshops, committee meetings, professional seminars, conferences, library research, and program development. The centre provides teachers and administrators with opportunities to explore curriculum changes and ways of implementing new methods of teaching, and to exchange ideas and experiences. Work nights offer a wide range of hands-on activities in particular curriculum areas or themes, such as field studies, theatre, health, math, and science. Workshops, usually held after school at the centre, are planned in areas that include business education, computer education, music, industrial education, modern languages, and special education. Centre consultative staff are available to work with individual schools on request. The centre assists teachers in planning and organizing school-based, inservice activities for their non-instructional days (days on which children do not attend school, but teachers do).

The centre is also open for drop-in use, for teachers to browse through the professional library, examine instructional development kits, make things for their classroom, or just meet and relax in the lounge.

An Innovation Fund is available to provide "seed money" to assist teachers in initiating new teaching/learning activities in their schools. Funds are provided for materials, supplies, and in some cases, rentals required to implement the proposed innovation. Funds are also available to allow teachers and administrators to attend conferences and workshops that involve expense.

Needs Assessment: Presently assessment is done through coordinators in special subject areas. Every two or three years, a written assessment is conducted throughout the district. Information collected is fed into a computer and results are categorized by subject, by district, and by school.

Evaluation: Workshops are evaluated individually.

Resources: Professional library; instructional materials centre; laminating; making overheads; photocopying; bookbinding; workshop (crafts) area; meeting rooms; lounge, audiovisual hardware and software.

Staff: Director, Lloyd MacDonald; manager, Stuart Corsan; library technician, Linda Dunbar; receptionist, Wendy Everett.

Setting: The center is housed in a refurbished elementary school, closed because of declining enrollment.

Participation: K-12 teachers, administrators, volunteers, and community people participate on their own time. There are four non-instructional days each year (students are not in attendance, but teachers are) on which teachers can participate in inservice activities.

Fees and Credit: None.

Affiliation and Support: Vancouver School Board.

Decision Making: Teacher centre steering committee made up of representatives of the five associations (elementary teachers, secondary teachers, elementary administrators, secondary administrators, and supervisors of instruction). The assistant superintendent for curriculum and professional development services is responsible for the overall program of the center.

Origin: The initiative for the centre came from the director of instruction who thought the vacant elementary school should be used in a creative way rather than sold. After some study it was decided to start a centre as a way of centralizing and expanding the professional development activities in the district. The centre opened in 1971.

Information: *Professional Development Activities and Services* booklet.

ST. BONIFACE
TEACHER CENTRE PEDAGOGIQUE

50 Monterey Road
St. Boniface, Manitoba R2J 1X1
Canada

(204) 257-3576; 253-2681

Director: Linda Asper

Hours: Monday through Friday, 8:30–6; weekends by arrangement. Open all year.

Program: The centre's objective is to provide a focus and some resources for the improvement of instruction by:

(1) Providing inservice programs on various themes and emphasizing the improvement of teaching methods;

(2) Encouraging the development of new programs or modification of old ones;

(3) Providing a display and collection of professional and instructional materials;

(4) Sponsoring major conferences at the centre and providing funds for teachers to attend conferences and workshops sponsored outside the school division;

(5) Providing opportunities for the retraining of teachers to facilitate staff relocation;

(6) Providing public relations and consulting services with individuals and groups.

Center activities include meetings of school staffs, principals, educational groups, division (teachers') association, and administrative council; workshops; university credit courses; make-and-take and triwall projects; educational games; laminating; viewing displays of publishers' materials and classroom projects; browsing and socializing.

Needs Assessment: A formal needs assessment is conducted each year with all staff. Meetings with school professional development committees are held to discuss results and follow-up.

Evaluation: Evaluation of each workshop takes place. Overall evaluation by questionnaires.

Resources: Lounge area, workroom, large meeting room that can be divided into two separate areas, enclosed classroom area, and central display area. Equipment available for workshops and inservice sessions includes 16mm projector, slide projector, overhead projector, reel-to-reel tape recorder, cassette tape recorder, record player, screens, videotape unit. Laminator, offset press, xerox machine, typewriter, triwall cardboard carpentry tools, filmstrip maker, 35mm camera. Also available to teachers on a loan basis are teaching aids, such as kits, 16mm films, sheet music; samples of new textbooks from publishers; professional kits and periodicals.

Staff: Full-time: Linda Asper, director; Doris Holland, administrative assistant; Linda Bourrier, materials technician.

Setting: The centre occupies two offices and four adjoining rooms located in William Russell Educational Resource Centre in St. Boniface, a suburb of Winnipeg in the province of Manitoba.

Participation: K-12 teachers from St. Boniface School Division attend on school time and/or volunteer time. Others welcome. Budget allocation for release time allows teachers to attend workshops during school hours.

Fees and Credit: Registration fees ($2-3) for some activities; teachers charged for cost of consumable materials. University courses offer credit. Several times a year conferences are held costing approximately $50 for meals and to cover the cost of the resource person.

Affiliation and Support: St. Boniface School Divison.

Decision Making: Steering committee of seven educators representing elementary and secondary teachers, principals, French schools, teachers' association, and the school board. The steering committee meets twice monthly and is responsible for budget, policies, and major projects of the teacher centre. An advisory committee is made up of one representative from each school staff, a representative from the teachers' association, the superintendent or delegate, and the centre director. The advisory committee, which meets monthly, advises the steering committee and centre of teacher needs in areas such as inservice, materials, and projects.

Origin: In 1975 a proposal for a teacher centre was prepared by a committee of teachers following up a suggestion by the superintendent. The proposal was accepted by the teachers' association and the school board. After the Manitoba Department of Education turned down the proposal, the school board agreed to finance the project.

Information: Monthly newsletter and brochure.

ST. JAMES-ASSINIBOIA TEACHER CENTRE

150 Moray Street
Winnipeg, Manitoba R3J 3A2
Canada

(204) 885-5662

Director: Peter L. Mingo

Hours: Monday through Friday, 8:30–4:30; open until 10 for evening workshops. Closed July and August.

Program: The purposes of the teacher centre are to provide ongoing professional development programs for the teachers of the St. James-Assiniboia School Division (approximately 850 teaching staff). Activities include inservice meetings, conferences, workshops, and any other type of professional development. These programs take place during the day, after school, and in the evening, depending on the nature of the activity or of the audience. It is the purpose of centre staff to keep abreast of changes in the curriculum in order to provide inservice programs to assist teachers in coping with these changes. To a lesser extent, the centre is also involved with curriculum development.

Needs Assessment: Formal needs assessment surveys are held, as well as meetings with teacher centre representatives (two per school, 36 schools). The centre coordinator meets with school staffs at least once a year to discuss programming needs on an informal basis.

Evaluation: Each workshop is evaluated by participants. An annual report of activities (including number of participants) is submitted to the school board, which is responsible for total funding of the centre.

Resources: Small professional library; resource materials files; materials for make-and-take activities; numerous rooms for workshops or meetings of teacher groups.

Staff: Full-time coordinator, Peter Mingo; half-time secretary, Myrna MacGregor.

Setting: We occupy four rooms plus an auditorium of a small former elementary school; the other four rooms are the media centre. We service a suburban area of Winnipeg and are centrally located in the area. The centre is easily accessible to teachers, as many of them also live in or are very close to the area.

Participation: The majority of participants are K-9 teachers, especially K-6. Teacher participation is approximately half on volunteer and half on release time. High school involvement is not as great, although some of our new credit programs are beginning to attract secondary teachers. Principals and vice-principals use the centre to a certain extent. All activities are open to teachers in other divisions (school districts). No public use.

Fees and Credit: Usually no fees, except for major conferences.

Affiliation: St. James-Assiniboia School Division.

Support: The school board provides total funding except for a $1000 grant provided by the local teachers' professional organization.

Decision Making: We have a steering committee of six teachers; one teacher centre coordinator; one superintendent's representative; one school board member. All major decisions are made by the steering committee, which also is responsible for reviewing the coordinator's position each year and recommending a continuation of that position. The coordinator also reports to the superintendent's department.

Origin: In 1974, the superintendent of the school division visited a teacher centre in England. He became very enthusiastic about the concept and upon his return planted the idea with the professional development committee of the local teachers' association. A proposal was submitted by this committee to the school board, which accepted the concept, provided space in a school, and a year later provided for a half-time coordinator, which was increased to a full-time coordinator in 1979.

Information: Brochure; newsletter every two months.

TEACHER CENTRE

Kane Senior Public School
300 Kane Avenue
Toronto, Ontario M6M 3P1
Canada

(416) 653-2350

Director: Robin Rigby

Hours: Monday through Friday, 8:30–5, or later (up to 11).

Program: The purpose of the Teacher Centre is to respond to teachers' own definitions of their continuing learning needs; to provide an environment where teachers can come to work on materials or projects for their classrooms; to provide inservice training for the implementation of new programs; to provide in-depth professional development; and to provide a space to display materials that can be of use to teachers in the classroom.

Workshops, seminars, and meetings are organized in response to teacher requests made verbally to centre staff or through the needs assessment survey. Most requests are directed to the appropriate curriculum consultant, who then designs a workshop (such as senior school art, senior school music, French curriculum, mythology) to meet the teachers' needs. Outside specialists also are used.

The Teacher Enrichment Program allows four teachers a year (two each term) to be released from their classrooms for two and a half months to be based at the Teacher Centre, where they are free to attend conferences and workshops, visit classrooms in the city, and teach classes at a different level. A highly successful, intensive form of professional development, the program gives secondary teachers a chance to see what is happening in elementary schools, and vice versa.

The centre also sponsors a "secondment," whereby a teacher transfers into one of the two schools associated with the Teacher Centre for a full year, and maintains the responsibility of a class. The teacher is allotted one-half day per week for the entire year as release time for visits to other classrooms, conferences, or workshops. At the end of the year, the teacher returns to his or her original school.

The Teacher Centre is also a practical training ground for student teachers from the Faculty of Education at the University of Toronto.

Needs Assessment: We use a combination of formal needs assessment questionnaires, feedback from Teacher Centre representatives in each school, and visitations to the schools by the centre director.

Evaluation: Three formal evaluation forms are used, one to teachers, one to consultative staff, and one to principals and vice-principals.

Resources: One lounge for informal get-togethers; one display/work room; three seminar rooms; one large-meeting or seminar room (can seat 120); large materials preparation room; and a darkroom. AV equipment including videotape recorder and receivers; graphics equipment including typesetting machine; xerox and printing facilities; three laminating machines; button-maker; photographic equipment and developing facilities.

Staff: Robin Rigby, director and consulting teacher; Christine Gliddon, assistant (works half days as secretarial assistant); Bev Gray, technician; Wynn Kennedy, receptionist. There is usually one student-technician from a nearby community college.

Setting: Modern, converted, open-area classrooms in a relatively new senior public school in the centre of the Borough of York, which is part of Toronto. Across the parking lot is a K-6 school, which is also part of the Teacher Centre and houses storage rooms used by many of the curriculum consultants.

Participation: The majority of participants are K-8 teachers, with 9-13 teachers less frequent participants. Administrators, parent groups, such as Block Parents, Boy Scouts, and public forums to meet with administration and trustees also meet at the centre, as well as parent leadership programs. Students occasionally use the centre for communication labs and drama workshops. Some money is set aside each year in the elementary and secondary school professional development budgets (approximately $2000 per year for each panel) for release time. This covers substitute teachers. Beyond this, most activities take place at the end of the school day.

Fees and Credit: None.

Affiliation and Support: Board of Education for the Borough of York.

Decision Making: The program advisory committee includes two elected trustees, one supervisory officer/superintendent, one principal, the Teacher Centre director, three federation representatives, one consultative staff representative, and five teachers, one each representing K-3, 4-6, 7-8, 9-10, and 11-13. Centre director makes programming decisions with advice from the committee. The director is hired and directly responsible to the Borough superintendent of education.

Origin: The centre developed from the interest of two superintendents who had been studying the development of teacher centres in England and the United States over the past several years. With a decline in enrollments, classroom space was available, and the centre was seen as an opportunity to rejuvenate the system from within at a time when no new teachers were being hired. The centre opened in September 1978.

Information: Monthly calendar.

WINDSOR SEPARATE SCHOOL BOARD
TEACHER CENTRE
1485 Janette Avenue
Windsor, Ontario N8X 1Z2
Canada

(519) 253-2481

Director: Nancy E. Murray

Hours: Monday, Tuesday, Thursday, 8:30–6; Wednesday, 8:30 am–9:00 pm; Friday, 8:30–4:30; Saturday, 10–1. Open all year.

Program: The aims of the centre are to (1) provide the teachers of the Windsor Separate School Board with a place where they can relax, interact with other teachers and professional staff, get ideas, and make materials for use in their classrooms; (2) provide inservice training for teachers, administrators, and support staff; (3) provide an examination centre for new learning materials, demonstrate model teaching techniques, and display examples of work done by creative teachers in the school system; (4) provide resource staff for curriculum development as needed.

The teacher centre offers a varied program of seminars, conferences, university courses, workshops, clinics, and informal discussion sessions for teachers in the system. Teachers can borrow professional books, films, new children's books, videotapes and other media; they can make learning materials, examine new curriculum materials, models, ideas. They can meet with specialists individually or in groups to design lessons or solve problems. Resource people in language arts, math, French, and science hold meetings at the centre or go to schools and classrooms to demonstrate, co-teach, organize staff workshops, or lend materials as needed.

The basic philosophy of the centre is to be helpful—"You give us the time, and we'll give you everything else." Teachers can bring their own children along to play in the toy centre while they attend to professional activities.

Needs Assessment and Evaluation: A committee of teachers serves as an advisory group. Regular surveys are conducted to determine areas of interest for inservice programs. All courses are evaluated with a view towards the need to schedule another similar one or to modify its content. Evaluation is ongoing and formal for courses and major workshops.

Resources: The library area houses a professional and children's book collection of 10,000 volumes, study prints, themes file, and media kits, as well as seating for about 25 people in a relaxed atmosphere. A toy box and jungle gym are available for the children of visitors. A large work room contains the production equipment, including xerox copier, two automatic laminators, copy stand camera (makes slides from pictures or slide reprints), printing machines, thermofax, ditto, bookbinding machines, woodworking tools, sign making. The film library, videotape library, and multimedia kit collection are each housed in separate rooms. There are two meeting rooms (one for meetings of up to 40, one for up to 12), four offices and an amphitheatre for 200 teachers. There is a fully equipped darkroom, which houses our slide duplicator, photo modifier, black and white enlarger, and processing equipment. The audiovisual repair shop and offset printing shop are in separate rooms in the basement. The display of new learning materials is purchased and kept for three years, one third being added and deleted annually. This enables large schools to acquire desirable materials in year one and smaller schools to obtain the materials in up to three years.

Staff: Nancy Murray, head consultant; John (Bud) LaBranche, audiovisual consultant; Patricia McManus, library consultant; John Moore, resource technician; Patrick Robinet, audiovisual technician; Jeannette Homick, supervisor of clerical staff; Pat Armaly and Patty Marvelli, secretaries; Donna Beneteau and Evelyn Trudell, film clerks. Linda Lesperance, printshop; Jim Bradd, courier. All staff are full time.

Setting: The teacher centre and administration building of the Windsor Separate School Board are located in the heart of the city of Windsor, Ontario, across the river from Detroit.

Participation: K-13 teachers from the Windsor Separate School Board and area clergy use the teacher centre for religion materials, and other civic agencies have courtesy cards which enable them to use the equipment and to borrow selected materials. Teachers from other area boards—Windsor and Essex County—are invited to special workshops and courses. Nearly all participants attend on their own time.

Fees and Credit: Registration fees ($1–2) are charged for some workshops and activities. Teachers are not charged for consumable materials, if they are making materials for their classrooms. The teacher centre offers university credit courses (at regular fees) in cooperation with the University of Windsor. Departmental (inservice) credit is also available.

Affiliation and Support: Windsor Roman Catholic Separate School Board.

Decision Making: Windsor Roman Catholic Separate School Board. A committee of teachers serves as an advisory group.

Origin: The teacher centre grew out of the Curriculum Materials Department and was officially added as a special unit when the school board built a central administration building in 1969.

Information: "IT" (Innovative Teaching) newsletter; brochures and monthly calendar.

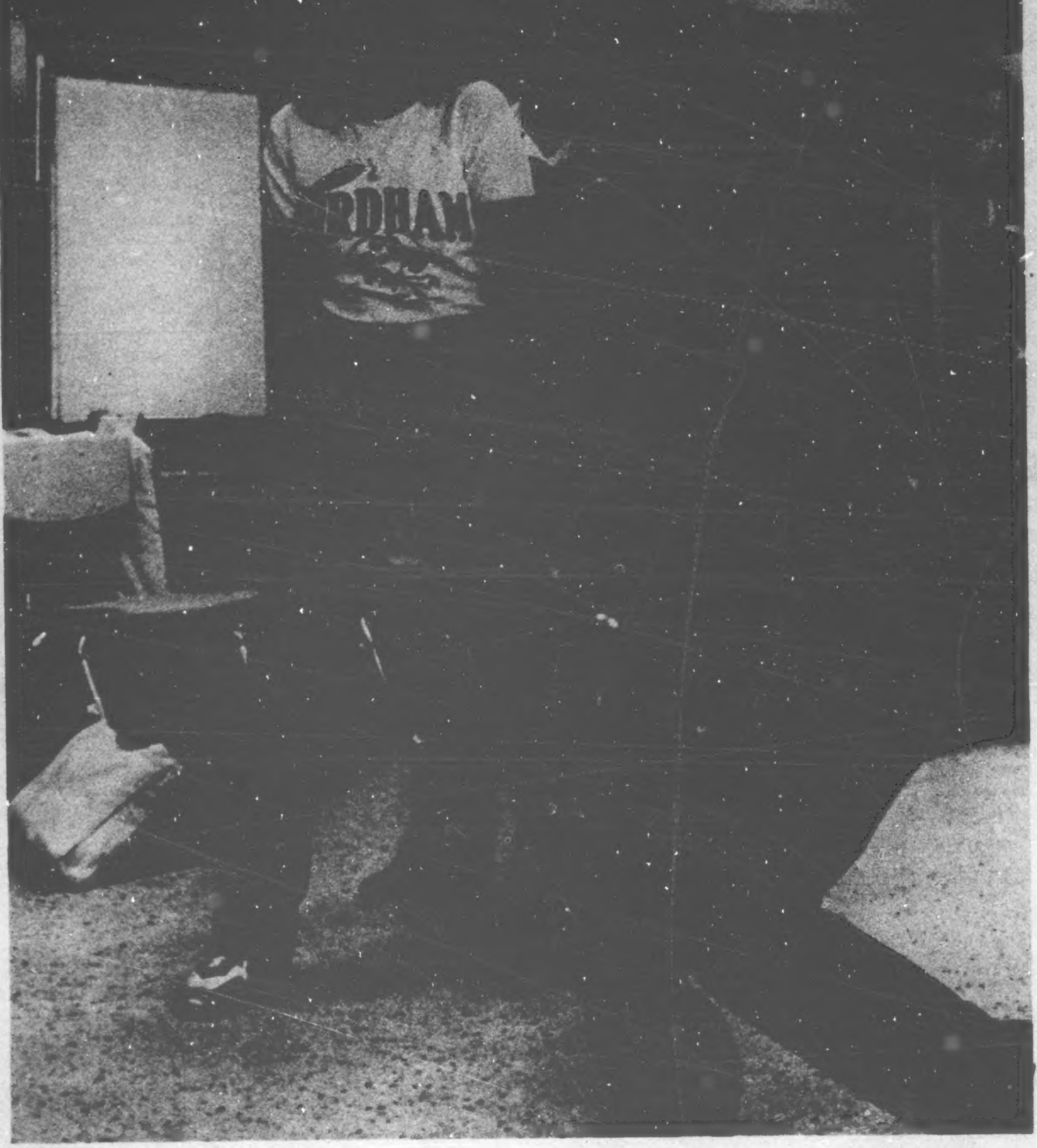

PHOTO BY RUTH KREITZMAN